MIDDLEBURY COLLEGE BULLETIN
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Middlebury Language Schools

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Middlebury Language Schools

Administrative Officers for Thirty-sixth Session

Samuel S. Stratton, Ph.D., LL.D. . . . . President of Middlebury College
Stephen A. Freeman, Ph.D. Vice-President of Middlebury College and Dean of French School
Virginia Ingalls Hague . . . . . Secretary of the Language Schools
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Juan A. Centeno, A.B., M.D., Professor of Spanish, Middlebury . Director of Spanish School

FRENCH GERMAN ITALIAN SPANISH

The Middlebury Language Schools

1944 SESSION

IMPORTANT: *Because of present conditions, the administration reserves the right to make any changes without notice in courses, staff, fees, living arrangements, etc.*

The Idea The Middlebury Language Schools stand for the thorough preparation of language teachers through efficient methods of teaching, a mastery of the spoken and written language, and an intimate knowledge of the life, institutions, literature, history, and culture of the foreign country. Success hinges upon the consistent enforcement of the Middlebury idea—the segregation of students from contact with English; the concentration of the work of each student upon the foreign language; the exclusive use of the language in and out of classroom; and the careful supervision and coordination of courses to meet the different needs of all students. Each school has its separate residences and dining halls and a faculty of native instructors. *For the seven weeks of the session, the foreign language is the sole medium of communication in work and play. From the day of arrival, students are pledged to speak the foreign language.*

History The Middlebury Language Schools were the pioneers in the development of segregated, specialized summer schools for the study of modern languages in this country. The German School was founded in 1915, followed by the French and Spanish Schools in 1916 and 1917 respectively. These schools represented a distinctive contribution to educational progress in America, and quickly won for Middlebury an international reputation. In 1920, the Bread Loaf School of English was begun on a similar pattern. The German School was reopened in 1931 and located in the neighboring village of Bristol. In 1932, the Italian School was added to the two other Romance Language units.

The War The schools are primarily devoted, as they have been for more than a quarter of a century, to the professional preparation of the teachers of languages. But with the war has come increased responsibility, a greater scope of service. Because of their wide reputation in the field, the Language Schools of Middlebury College are designated to play an

important role in providing trained linguists for our armies abroad, and in government agencies as translators, radio broadcasters, interpreters, censors, commercial attachés, etc. Language training is also essential in the preparation of those who will participate in the rehabilitation of the world after the war. Wherever thorough instruction in understanding, speaking, reading, and writing a foreign language is of primary importance, study at the Middlebury Language Schools will prove most valuable.

But along with their contributions to the immediate effort, the schools will continue to devote themselves to the essential objective: to make even clearer the enduring value of the best in each country's civilization. Thus, when the war has been won, and foreign cultures are once more free, Americans may be ready for a durable peace, and prepared for international cooperation, based upon a true understanding of their heritage.

Academic Status The work of the Middlebury Language Schools is widely recognized. Among the students enrolled every summer are to be found college professors as well as teachers, heads of departments, and principals of secondary schools. The summer of 1943 brought students from thirty-three different states and countries, including California, Canada, Florida, Minnesota, Missouri, Puerto Rico and Washington. One hundred seventy-two colleges and universities were represented. Sixty-five per cent of the students held baccalaureate degrees, and twenty-four per cent held the Master's degree or the Doctorate. The majority of the students are candidates for advanced degrees. Twenty-four Master's degrees were awarded in August, 1943.

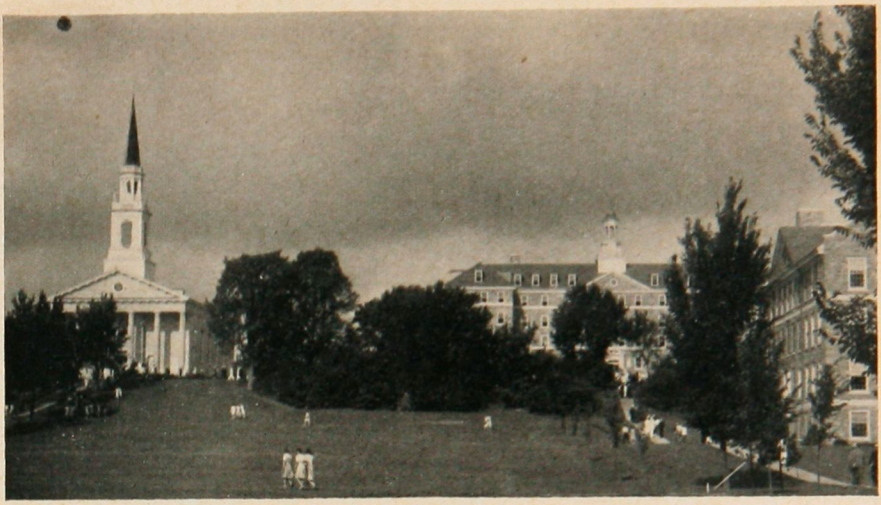
Training The value of the training is recognized to such a degree by school boards and institutions employing language teachers that not infrequently they defray or contribute toward meeting the expenses of teachers attending the Middlebury Language Schools. The U. S. Army and Navy have long sent representatives to the schools. Now that foreign travel is impossible, a summer of study at one of the Middlebury schools is its nearest equivalent, providing courses completely suited to the needs of Americans, and giving uninterrupted and intensive training in the use of the language, as well as courses in professional techniques.

Location The Middlebury Language Schools are located in a lovely Vermont countryside, at the foot of the Green Mountains, and about twenty miles from Lake Champlain. The French and Italian Schools occupy the campus of Middlebury College, founded in 1800 and still one

of the most charming of New England colleges. The Spanish School enjoys the entire facilities of the Bread Loaf Inn, in a beautiful mountain location twelve miles from Middlebury. The life of the German School centers around the quaint village green of Bristol, also twelve miles away and nearer the mountains. The summer climate is delightful, with clear dry breezes, cool nights, and sufficient rain to keep the meadows and woods richly green and soft. Among the memories of students who have spent a summer here are pictured many scenes of Vermont mountains and forests; the valley of the winding Otter, Lake Dunmore in its hollow among the hills; the Adirondacks, pink in the morning sun, or the eastern range growing purple in the twilight.

Atmosphere The central purpose of the schools is to make everything about the life of a student during his stay contribute as richly and as pleasantly as possible to the thing for which he came, the mastery of the language. Similarity of aim among students coming from widely separated sections of the country fosters good comradeship and an *esprit de corps*; while constant association with instructors at the dining tables, in songs and games, on hikes and picnics, no less than in the classroom, brings both inspirational and intellectual stimulus. Any language pursued under such conditions quickly becomes a subjective element in the life of a student. A high ratio of instructors to students is maintained, approximately one to eight.

Recreation No college in the East offers more attractive opportunities for out-of-door recreation than are found at Middlebury in summer. The program of studies is so arranged as to leave late afternoons and week-ends free. Groups of students frequently spend an afternoon at a lake side or hiking in the mountains. Party lunches are provided at a reasonable charge. Among the most enjoyable features of a summer's sojourn at Middlebury are the campfire suppers and informal picnics of these friendly groups. Unusual opportunities are afforded by the Battell Forest of 13,000 acres, belonging to Middlebury College. Week-end hiking parties on the celebrated Long Trail of the Green Mountains have been popular. Swimming may be enjoyed at Lake Dunmore, or at Bartlett's Falls in Bristol. The tennis courts on the college campus are reserved for the use of students who pay a fee of $3.00 for the session. There is a golf course within walking distance of the campus, which students may use at small charge. At Bristol, tennis courts have also been placed at the disposal of the school, and a golf course is within easy reach.



. . . the campus of Middlebury . . .

Admission Students may enter without examinations and without being candidates for degrees. No student will be admitted, however, unless his qualifications are approved by the Dean, and the right is reserved to place all students in the classes best suited to their advancement.

The schools are essentially graduate schools; and the courses are generally of an advanced nature, requiring advanced preparation and real linguistic ability. Undergraduates with a serious purpose are accepted if they are recommended by their professors as having adequate preparation. During the war, special consideration will be given to students training for a particular objective in the war effort, or for post-war rehabilitation.

No student will be admitted to the schools unless he is able and willing to use only the foreign language, during the entire session, even in the individual dormitory rooms. This rule, which has become a cherished and unique tradition of the schools, and which is a fundamental of the Middlebury method, goes into force from the moment the student enrolls. Students may, of course, use English in their dealings with the people of the village, but even in these cases, students are not supposed to speak English to each other. This rule holds good for all picnics and excursions. At the opening of the schools, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the right to dismiss from the school students who willfully break this rule. Only the Director or the Dean may grant temporary release, upon occasions which may warrant it.

Cooperation The Middlebury Language Schools maintain the closest cooperation with each other. An enrolled student may visit any courses in his own school, or in any of the other schools, without extra charge. He may also enroll for credit in courses in another school on payment of a nominal fee, if by reason of his proficiency he receives the consent of the Deans of both schools. (See page 11). By special arrangement, a student enrolled in one school may be permitted to take part or all of his meals in the dining hall of another school if an exchange can be arranged. It should be noted that because of the distances involved, such arrangements are more difficult between schools on the Middlebury campus and the Spanish School at Bread Loaf, or the German School at Bristol.

Beginners' Courses Special beginners' courses in French, German, Italian, Russian, and Spanish will be offered on the Middlebury campus, if there is sufficient demand for them. They are not open to members of the same school, and thus constitute no violation of the Middlebury rule that students must be able to speak the language of their school. The courses are offered at no extra charge to students enrolled in another of the language schools; or by special arrangement to persons not enrolled in any school. The opportunity to begin the study of these languages is given with a view to their especial utility in the national emergency. More advanced work in Russian will also be offered if there is sufficient demand for it. The instruction in Russian will be under the auspices of the French School. For detailed descriptions of the beginners' courses, see pages 40, 51, 67. For announcement of the work in Russian, see inside back cover.

Credits Students who desire credits must indicate that fact when they register, and, if candidates for a Middlebury degree, they must present evidence of their qualifications before their work will be counted, either for baccalaureate or advanced degrees. An official transcript bearing the seal of Middlebury College will be issued upon application to the College Registrar. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, nor to students who do not take the final examinations.

Not more than six credits may be gained in one summer by an undergraduate, and not more than eight credits by a graduate student. (See pages 27, 43, 56, and 71.) A graduate student must receive a mark of "B" in a course in order to obtain credit for that course. The undergraduate passing mark is "C," subject to the regulations of the student's own college. One credit or point is equal to one semester hour, that is,

one recitation a week during a semester, or fifteen class exercises. Each summer course meeting daily (five times a week for six weeks) is equivalent to two semester hours.

Examinations In each school the last days of the session are devoted to the final examinations. They are required of students who desire credits, transcripts, or recommendations, and it is advisable that all should take them. The New York State written Examination for Approval of Oral Work is given at Middlebury early in August.

The Master's Degree Candidates for the Master's degree must hold a baccalaureate degree from some approved college. To obtain the degree of Master of Arts at Middlebury College, thirty credits are necessary. Twenty of the thirty credits must be earned at Middlebury College. Thirty credits may be gained by proficient students in four summer sessions. Students with six or more credits accepted from other institutions may complete their work for the Master's degree in three summers. The Committee on Graduate Work will pass upon the credentials and courses of candidates for the Master's degree. Students desiring to transfer graduate credits earned at other institutions should present them to the dean of their school.

Study in a foreign country in approved summer courses may be counted toward the M.A. degree from Middlebury. Each individual case must be approved by the dean, and sanctioned by the Committee on Graduate Work. Six credits may be allowed for an equivalent of ninety hours of class exercises followed by examinations. Six credits is the maximum allowed for a single summer session of foreign study. In any case, twenty credits for the M.A. must be gained at Middlebury College.

Students desiring to count credits taken at Middlebury toward degrees to be secured elsewhere should obtain permission to do so from the institution to which they wish the credits transferred.

Degrees are conferred in August or at the Commencement following the completion of the work. A fee of $15 is required for the diploma.

The Degree of Doctor of Modern Languages Middlebury College also offers, through the Language Schools, the advanced degree of Doctor of Modern Languages (D.M.L). The main requirements are:

1. The Master's degree, with a language major, from some recognized university.

2. Residence at Middlebury College equivalent to thirty credits. This will ordinarily require four summers' residence, but the basis of the requirement is chiefly the fulfillment of a program, not merely a given total of points. The student will be required to complete the main lines or groups of the curriculum—Philology, Stylistics, Phonetics,

Literature, Civilization, and Teaching Methods. The equivalent of ten credits of approved work beyond the Master's degree may be transferred from other institutions.

3. Two semesters' residence in a foreign country of the major language. This time should be spent in study in approved courses amounting to twelve hours a week (or twenty-four semester hours) of class exercises, or equivalent research. The work must be done according to a plan previously approved by the dean of the respective school, and the final results must be approved by him. Work done in a foreign country prior to the student's enrollment as a candidate for the D.M.L. cannot ordinarily be accepted, but because of the war, exceptional cases may be considered. Summer sessions may not be substituted for this requirement of two semesters' foreign residence.

4. A major language.
   a. A thorough knowledge of and the ability to use the spoken and written language, tested by an oral and written examination.
   b. A thorough training in phonetics. Candidates will be required to do work in a phonetics laboratory, and to write a report on their research.
   c. A scientific study of modern methods of teaching foreign languages. Statements will be requested from superintendents of schools, heads of departments, and others as to the success of the candidate's teaching and his professional ability. No student will be granted the D.M.L. who cannot be unqualifiedly recommended as an experienced and successful teacher of the language.
   d. A knowledge of philology, and of the morphology of the language.

5. A final oral examination conducted entirely in the major language, and covering all elements of the candidate's preparation.

6. A minor language (preferably a Romance Language). This will be tested by an oral and written examination. The candidate's knowledge of the language should be sufficient at least to teach successfully the intermediate courses in the language.

7. A reading knowledge of a third modern language. For majors in a Romance Language, German is recommended.

8. A dissertation in the major language. This dissertation, which should approximate 35,000 words, is intended to prove a thorough understanding of some subject, literary, phonetic, or pedagogical, which is worth a careful study. It must embody considerable original work and reflection, must show a mastery of the field, clearness of thought and must be written in correct and easy style. The subject must be chosen and the preparation continued under the guidance of some member of the Middlebury faculty.

Offices The offices of the President and Vice-President of the College are on the third floor of the Old Chapel. The office of the Director of the French School is in East Forest Hall, and that of the Dean is in Le Château. The office of the Director of the Spanish School is at the Bread Loaf Inn. The office of the Director of the Italian School is in the Sigma Phi Epsilon House. The offices of the Director and Dean of the German School are at the Bristol High School.

Living Accommodations At the French and Italian Schools on the Middlebury campus, students are accommodated in the college dormitories or fraternity houses and board is provided in the college dining rooms. At the Spanish School, at Bread Loaf, board and room will be provided at the Bread Loaf Inn or adjoining buildings. All rooms are completely furnished by the college; blankets, sheets and towels are supplied. Arrangements for personal laundry may be made after arrival, with the matrons of the halls of residence.

At the German School at Bristol, students are accommodated in private homes near the school; board is provided at the Bristol Inn, which is also the center of the school's social life. Rooms are completely furnished; bedding and linen are supplied.

Opening of the Session The French and Italian Schools at Middlebury will open the session of 1944 on Friday, June 30, and will continue until August 17th. August 14 and 15 will be taken for final examinations. Classes are conducted five days in the week. The houses of residence will open to receive students on Friday, June 30, and lunch will be served at

. . . lovely Vermont countryside . . .

12:30 p. m. No guests can be received earlier. All houses will close after lunch, Thursday noon, August 17, and no guests can be accommodated after that time.

The Spanish School at Bread Loaf will open on Saturday, June 24, and lunch will be served at noon. No guests can be received earlier. The formal opening meeting will be held on Monday evening, June 26, and classes will begin Tuesday morning, June 27. The school will close after breakfast Friday morning August 4, and no guests can be accommodated after noon of that date.

The German School at Bristol will open its session on Monday, July 3, and will continue until August 17. The opening exercises will be held Monday evening, July 3. The houses of residence will be open to receive students on Monday, July 3, and the first meal will be served at 6:30 p. m. No guests can be received earlier except by special arrangement. All houses of residence will be closed after breakfast, Thursday, August 17, and no guests can be accommodated after that date.

Registration of Students It is important that immediately upon arrival students should consult the Director or Dean of their school in regard to the definite selection of courses. The Deans will be at their respective offices from 9 a. m. to 12 m., and from 2 p. m. to 5 p. m. on the registration days. After this consultation, the students should register with the Secretary of the Language Schools, and pay all bills to the Treasurer.

In all the schools, late registration after the first day of instruction will be accepted only on special permission secured in advance from the Dean, and will be subject to a fine.

For further information concerning arrival and registration, see pages 31, 45, 56, and 75.

Fees The following information about fees should be carefully noted:

French and Italian Schools. Rates in these schools vary according to the houses of residence and single or double occupancy of rooms. The inclusive fee for registration, tuition, board and room will be from $200 to $245. Nearly all the desirable single rooms in the French School may be secured at $225 or $235, while a number of comfortable double rooms are listed as low as $210.

Spanish School. Rates will likewise vary according to the type of room accommodations from $210 to $245, the great majority being listed from $210 to $230 for all fees.

German A uniform charge of $220 covers registration, tuition, board at the Bristol Inn and room for the period of the session. Rooms will be assigned in order of application, the most desirable rooms being given to those students who make early reservations.

Room Deposit Since accommodations are limited, it is advisable that room reservations be made as early as possible. Rooms will be held without charge prior to April 15, after which date a retaining fee of $10 is required. This fee will be credited on the student's account at the opening of the session when the balance of the account is payable. In case of cancellation before May 15, the fee will be refunded. In case of cancellation after June 15, the fee will be forfeited. Cancellations received after May 15 and up to June 15 will be credited to the student's account for the following year, *for one year only*. A fee carried over from the previous year is not subject to refund under any circumstances. Correspondence regarding room reservations may be addressed to the Secretary of the Language Schools.

Non-Resident Students The tuition fee for students rooming outside is $110. Such persons may be boarded in the dining halls, if there is place for them.

Visitors All courses are open to visiting at any time by students regularly enrolled in any of the Language Schools. Such visitors are not entitled to take part in the class discussions, nor to receive attention from the professor. Persons who are not members of these schools may enroll as visitors under the above conditions, on payment of a fee of $10.00 per week, with a maximum of $40.00 for four weeks or more. Visitors are also entitled to attend social events and evening entertainments. To enroll as a regular member of a course, a student must pay the full tuition charge.

Other Schools A student registered in one of the Language Schools may, on permission, enroll for credit in courses in another of the Language Schools, on payment of an extra fee of $10 per course. Such additional enrollments will be received at the end of the first week of classes. He may also be permitted to take part or all of his meals in the dining hall of another school if an exchange can be effected. See page 6.

Russian For participating students regularly enrolled in any of the schools, no charge is made for instruction in Russian. Persons living in town, and not enrolled in any of the schools, will pay the visitors' fee of $40. plus $10. additional for each course.

Late Registration Fine Students registering after the first day of instruction will be required to pay a fine of $3.00 for the first day and $1.00 additional for each day during the first week of classes, after which no registrations will be accepted.

Transcript Fees An official transcript bearing the seal of Middlebury College will be issued without charge upon request to the College Registrar. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, and none to students who do not take the final examinations. A fee of $.50 is charged for each additional transcript, bearing one summer's credit. A fee of $1.00 is charged for transcripts covering credit of two or more summers.

Refunds Owing to fixed obligations for service, instruction, and maintenance, persons arriving late or leaving school before the close of the session, must not expect reimbursement of any charges for the unconsumed time. No allowances will be made for week-end absences.

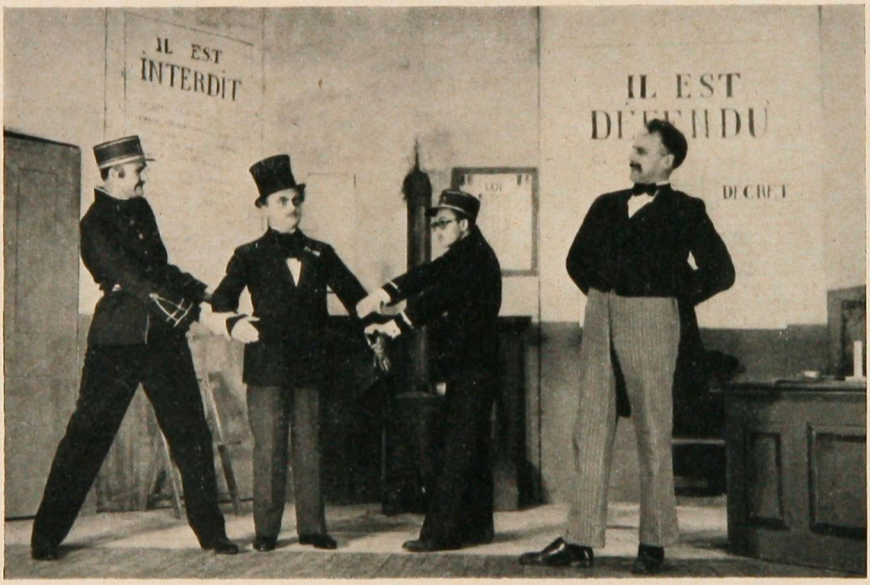
Payments Students are urgently advised to avoid unnecessary delays and inconvenience by bringing all money for fees, board, and lodging, etc. in the form of money orders, express checks, or cashier's checks of an accredited bank. Checks should be made payable to Middlebury College.

Self-Help For scholarships and opportunities for service, see pages 32, 46, 57–58, 76.

Student Mail In order to insure prompt delivery of their mail, students in the French and Italian Schools at Middlebury should have all letters and other mail matter addressed to the house of residence to which they are assigned. Spanish School students should have mail sent in care of the Spanish School, Bread Loaf, Vermont. German School students should have mail sent in care of the German School, Bristol, Vermont.

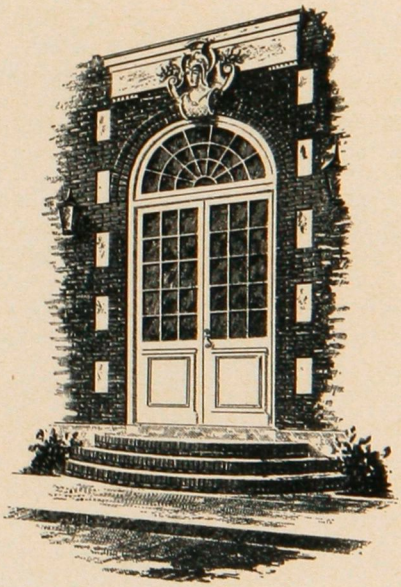
Railroad Routes Middlebury can be reached from New York City or Boston by the Rutland Railroad. Students leaving New York or Boston in the morning will arrive in the afternoon. Night sleepers leaving New York or Boston arrive in the morning. Students on the route of the Delaware and Hudson can make connections with the Rutland Railroad at Rutland, Vt. Students from the West reach Middlebury via the New York Central, changing at Albany, N. Y., for a bus to Troy, a terminal of the Rutland Railroad.

German School students should buy tickets and check baggage to New Haven, Vermont, the next stop north of Middlebury. Advance arrangements should be made with the dean of the school for transportation from New Haven to Bristol.



. . . evening dramatic entertainments . . .

École Française



THE FRENCH SCHOOL

(From June 30 to August 17)

In keeping with the spirit of America, which is devoting itself wholeheartedly to the prosecution of the war, while looking forward to the day of world peace and international cooperation, the Middlebury French School orientates its curriculum toward this double purpose. First, it wishes to provide linguistic competence for those who are called to serve in our military forces and in the many government agencies which will have contact with a liberated France and its wide empire. Besides, it offers an essential phase of preparation to those who hope to participate in the physical and spiritual rehabilitation of the world after the war. Above all, as its contribution to a lasting peace, the French School will do its part in bringing to America an understanding of all that is best in the enduring culture of France.

Professor André Morize, of Harvard University, will again be in charge of the French School. His scholarship, personality, and wide experience will continue to enrich and stimulate the school. We regret to say that he will not be able to spend the summer at the school, but he will organize its program and activities and will give several lectures. In the absence of M. Morize, the administration of the school will devolve upon the Acting Director, M. Vincent Guilloton, who will also teach two courses, *Advanced Stylistics*, and his very successful course on *France Between Two Wars*.

The school is delighted to announce the appointment of M. André-Prudhomme, of Princeton University, as Visiting Professor for 1944. M. André-Prudhomme is a brilliant jurist and a celebrated authority on international relations. He will offer two important courses: *France and International Relations in the 19th and 20th Centuries*, dealing with the problems of France's place and role in the world; and *Political and Economic Ideas in France since the French Revolution*, studying the development of ideas and doctrines which will condition the political rehabilitation of France.

M. Bourcier will repeat his two courses, *Introduction to France*, and *War and Post War France*, intended especially for students who wish to serve in post-war rehabilitation activities, and for military personnel. Mlle Leliepvre will return and give her popular course on *The Novel Between Two Wars*, in addition to directing the dramatics activities of the school. We also welcome the return of Mlle Bruel of Wellesley College who will give a course on the Renaissance; of Mme Tourtebatte in the Phonetics Department; and of Miss Crandall who will give again the course on the French Club. We lament the passing of our beloved Albert Schinz.

The school is happy to announce a number of special lecturers who will visit the school and speak on various phases of French thought: M. Benoît-Lévy, the cinema director; M. Henri Peyre of Yale University; and M. Jean Seznec of Harvard University.

FRENCH SCHOOL STAFF

Direction

ANDRÉ MORIZE, *Director.*

Agrégé de l'Université; Litt.D., Middlebury College, 1925; A.M., (Hon.), Harvard Univ., 1942; Officier de la Légion d'Honneur; former fellow of the École Normale Supérieure; Agrégé de l'Université, 1907; Professor, Lycée of Bordeaux, France, until 1913; Johns Hopkins University, Baltimore, 1913–14, Associate Professor of French Literature; served with the French Army, in an infantry regiment, as sergeant, lieutenant, and captain, 1914–17. In May, 1917, called to Harvard University as lecturer in Military Science and Tactics, and after the Armistice accepted a chair of French Literature in the same university. Was made a full professor in 1925, and chairman of the Department of History and Literature in 1931. September, 1939 to June, 1940, Directeur at the Commissariat, then Ministry of Information, Paris.

Author of: *L'Apologie du Luxe au XVIII^e siècle; Candide* (Société des textes français modernes); *Correspondance inédite de Montesquieu; Problems and Methods of Literary History*, Ginn & Co.; *France: Été 1940*, Maison de France, N. Y., (also translated into Spanish). *Devoirs d'aujourd'hui et Devoirs de demain*, Maison de France, N. Y. *Résistance*, N. Y., 1943. Has also contributed numerous articles to the *Revue d'histoire littéraire de la France, Revue du XVIII^e siècle, Revue de Philologie française, Education, French Review*, etc. In 1918, gave a course of lectures at the Lowell Institute in Boston, and has since lectured extensively from coast to coast.

VINCENT GUILLOTON, *Acting Director.*

Ancien éléve de l'École Normale Supérieure; Baccalauréat; Licence-ès-lettres; au front 1915–1918, une blessure, Croix de Guerre; Agrégé de l'Université, 1921. Member of the League of Nations Secretariat, Interpreting and Translating Section, 1920; Précis-Writer to the Advisory Jurists' Commission, The Hague, July, 1920; Associate Professor of French, University of Syracuse, 1921–23; Summer Session, Cornell, 1923; Associate Professor of French, Smith College, 1923–29; Professor, 1929—; Summer quarter, University of Chicago, 1929; Conférencier général de l'Alliance française, 1937–38; Middlebury French Summer School, 1932; Assistant Director, 1935, 1938, 1939, 1941—; Acting Director, 1937, 1940, 1944.

Author of articles in *Revue Anglo-Américaine; Modern Language Notes, The French Review; Smith College Studies in Modern Languages;* Article on France, in *National Encyclopedia Year Book.*

STEPHEN A. FREEMAN, *Dean.*

A.B., Harvard University, 1920; A.M., 1921; Ph.D., 1923; Phi Beta Kappa; American Field Service Fellowship, for study at Université de Lyon and Université de Paris, 1921–22; pilot and Lieut. (j.g.), Naval Aviation, 1917–18; Instructor, Brown University, 1923–25; Professor of French and Dean of the French School, Middlebury College, 1925—; Chairman, Administrative Committee, 1940–41, Acting President, 1942; Vice-President, 1943—; sometime Vice-President, New England Modern Language Association; Member of Executive Council, Am. Ass'n. of Teachers of French, 1937–40; President, 1940—; Sec'y-Treas. of Vermont Chapter; President, Phi Beta Kappa, Beta of Vermont; Modern Language Advisor for Ginn and Company, 1935–42.

Author of articles in *Education, School and Society, French Review, Modern Language Journal, Journal of Education,* etc.

Instructing Staff

ANDRÉ-PRUDHOMME, *Visiting Professor.*

Docteur en Droit ès Sciences juridiques et économiques, Université de Paris; Médaille d'or pour la thèse de doctorat; Agrégation des Facultés de Droit, 1919; Professeur de Droit Civil à la Faculté de droit de Lille; Professeur de Droit Civil à l'Université de Caen; avocat à la Cour d'appel de Paris depuis 1910; Secretaire de la Conférence des Avocats, 1911; directeur du *Journal de Droit International*; auteur de *l'Interprétation judiciaire des Traités Diplomatiques*; Middlebury French School, 1944.

MME JACQUELINE BERTRAND.

Licence de phonétique, 1921; Professeur de phonétique et de français, Cours spéciaux pour les étudiants étrangers, Grenoble, 1921–30; Instructor in French, Dana Hall 1931–33; Instructor in French, Pine Manor Junior College, 1933–37; Instructor in French, St. Margaret's School, Conn., 1937–39; Instructor in French, The Spence School, 1939—; Middlebury French Summer School, 1935—.

GENEVIÈVE DE BIDART

Élève au Lycée Molière, Paris, 1936–39; Brevet élémentaire; Lauréate du Concours Général des Lycées; Baccalauréat-ès-lettres; A.B., Vassar College; Middlebury French Summer School, 1944.

CLAUDE BOURCIER.

Baccalauréat-ès-lettres, 1928; Élève de l'École Normale Supérieure, 1932–1935; Licence-ès-lettres, 1933; Diplôme d'études supérieures, 1934; Mémoire de diplôme, *Le Sentiment religieux et l'apport étranger dans les chants "spirituals" du nègre américain*; Agrégé des lettres, 1935; Instructor in French, University of Maine, 1935–1936; servi dans l'armée française, comme sous-lieutenant d'infanterie, 1936–37; Assoc. Prof., Middlebury College, 1937—; Middlebury French Summer School, 1936, 1938—.

MLLE ANDRÉE BRUEL.

Baccalauréat-ès-lettres, Université de Paris, 1913; Licence-ès-lettres, Sorbonne; 1914; Diplôme d'études supérieures, 1915; Docteur de l'Université de Paris, 1929, Instructeur de francais, Holloway College, Surrey England; Instructor, Assistant and Associate Professor, Wellesley College, 1927–44, Professor, 1944—; Middlebury French Summer School, 1935-37-39-41-44.

Author of: *Emerson et Thoreau*, 1 vol., Paris, Les Belles-Lettres, 1929; *Romans français du Moyen Age*, 1 vol., Paris, Droz, 1934.

ANTONY CONSTANS.

A.B. Grenoble, 1914; Croix de Guerre, "réformé définitif" for wounds, 1917; LL.B., 1918; Licencié-ès-lettres, 1919; Instructor in English and French, Lycée and Université de Grenoble, 1919; A. E. F. traveling fellow, U. of Chicago, 1919–20; Instructor in French, U. of Minnesota, 1920-23; Asst. Prof., Smith College, 1923–24; Instructor, Harvard, 1925–26; Ph.D., Harvard, 1926; Officier d'Académie; ΦBK; Instructor, Yale, 1926–28; Professor and Head of French and Italian, Birmingham-Southern College, 1928—; in charge of the Phonetics course, McGill French Summer School, 1924–25–26; experimental work, 1934–35, in the phonetics laboratories of the Universities of Amsterdam, Bonn, Hamburg, Milan, and Paris; Certificat de prononciation and diplôme de phonétique, Institut de Phonétique, Paris; Middlebury French Summer School, 1927—.

Author of *Documents pour servir à l'histoire littéraire*, Paris, Champion, 1923 (in collaboration); also articles in *M. L. N.*, *P. M. L. A.*, *Mod. Lang. Rev.* of *England*, etc.

MISS LOUISE CRANDALL.

B.A., Western Reserve University, 1921; M.A., Middlebury College, 1929; École de Préparation, Sorbonne, 1930–31; Institut de Phonétique, summer, 1933, Cours de Civilisation, Sorbonne, summer, 1937; Teacher in New Castle public schools 1921–1930; Training Teacher for Teachers, Westminster College, New Wilmington, Pa., 1924–1930; Head of French Department, New Castle High School, 1925–30; Great Neck High School, L. I., N. Y., 1931—; Middlebury French Summer School, 1939-40-41-42-44.

PIERRE C. DELATTRE.

Baccalauréat-ès-lettres, Université de Lyon et Université de Paris; Certificat d'Études supérieures (Phonétique), Sorbonne; Diplôme de Phonétique, Institut de Phonétique, Université de Paris; Ph.D., University of Michigan, 1936. Instructor, Wayne University, 1925–37; Asst. Prof., 1937–40; University of Oklahoma, Asst. Prof., 1941; Assoc. Prof., 1942–43; Prof., 1944; Agent Consulaire de France, Detroit, 1929–30 et 1935–36; Associate Editor, *The French Review*, 1939—; Special Editor, *Webster's Dictionary*, 1940—; Contrib. Editor, *Books Abroad*, 1941—; Middlebury French Summer School, 1941, 1943, 1944.

Author of: *La durée des voyelles en français*, Vol. I: *Etude expérimentale sur la durée des E d'un Français*, Paris, *Bibliothèque du Français Moderne*, Éditions d'Artrey, 1940; "Durée consciente et durée inconsciente des voyelles," *The French Review*, Vol. 12; "L'accent final en français: accent d'intensité, accent de hauteur, accent de durée," *The French Review*, Vol. 12, 1938; "Tendances de coupe syllabique en français," *P. M. L. A.*, Vol. 55, 1940; "Travaux d'étudiants au laboratoire de phonétique expérimentale de Middlebury," *French Review*, May, 1943; and other articles.

MARC DENKINGER.

Maturité classique, Collège de Genève, 1914; Licencié-ès-lettres, Université de Genève, 1918; Modern Language Master, Westgate-on-Sea, Kent, England, 1920–21; Instructor, Brown University, 1922–23; A.M., Harvard, 1925; Instructor, Harvard, 1924–27; Instructor, M.I.T., 1926–27; Instructor, Yale, 1927–29; Ph.D., Harvard, 1928; Asst. Prof. of Romance Languages, University of Buffalo, 1929–34; Asst. Prof. of Romance Languages, University of Michigan, 1934—; Middlebury French Summer School, 1928—.

Author of: *La Candidature de Sainte-Beuve à l'École Normale en 1834. Mod. Lang. Notes*, Nov., 1930, and Feb., 1931; *Rémy de Gourmont, critique*, P. M. L. A., Dec., 1937.

MME MADELEINE GUILLOTON.

Baccalauréat-ès-lettres; Licence-ès-lettres, 1918; M.A., University of Syracuse, 1919. Assistant in French, Syracuse, 1919–20; Professeur à l'Alliance Française, Paris, Cours d'été, 1920–21; Instructor in French, Syracuse, 1921–23; Instructor in French, Smith College, 1923–25; Asst. Prof. 1925–31; Assoc. Prof., 1931—; Middlebury French Summer School 1932, 1935, 1937—.

MLLE MADELEINE LELIEPVRE.

Certificat d'aptitude à l'enseignement des lettres, Paris, 1914–15; Admissible, Agrégation d'histoire, Paris, 1916; Professeur de Collège, 1916–1924; École Normale Supérieure de Sèvres, 1924–25; Agrégée des lettres, Paris, 1925; Professor, Lycée de Bordeaux since 1926. Fellow of the Laura Spelman Rockefeller Memorial, studying the education of women in the United States, 1925–26; Visiting Lecturer in French at Vassar College, 1929–30; 1936–40; Sarah Lawrence and Bennington Colleges, 1940–41; Head of French Dept., St. Lawrence University, 1941—; Middlebury French Summer School, 1930, 1931, 1937, 1939–42, 1944.

EDMOND ALBERT MERAS.

College of the City of New York, A.B., 1917; Université de Toulouse, Licence-ès-lettres, 1922; Columbia University, M.A., 1924; New York University, Ph.D., 1937. Seaman, U.S.N.R., 1918. American Field Service Fellow to France, 1920–22; Professor of French, Adelphi College, 1925–33; Supervisor of Romance Languages, Townsend Harris Preparatory High School, 1933–42; French Dept., Exeter Academy, Exeter, N. H., 1942—; French Institute, Penn State College, Summers 1934, 35, 39; Secretary, A.A.T.F., 1927–30, Vice-President, 1933–35, President, 1938–39; Pres., Metropolitan Chapter, 1941–42; Associate Editor, *The French Review*, 1930—; Middlebury French Summer School, 1940—.

Author of: *French Composition for Colleges*, (with Shanks); *First French Composition*; *Eight French One-Act Plays*; Theuriet, *Mon Oncle Flo*; Racine, *Andromaque*, *Britannicus*, *and Phèdre* (with Lancaster); Erckmann-Chatrian, *Madame Thérèse*; *Ten Little French Plays* (with Célières); *France: Crossroads of Europe* (with Peck), *Contes Populaires* (with Célières), *Spain: In Europe and America* (with Peck); General Editor of Secondary School Texts in French for Harper and Brothers; Articles and bibliographies in *The French Review*, *Journal of Higher Education*, *Modern Language Journal*, *Education*.

M. S. PARGMENT.

Maturité classique, Académie de Kief. Diplôme d'Études universitaires, Université de Paris. Associate Professor of French and Chairman of the Committee on Elementary French and Composition, University of Michigan; Middlebury French Summer School, 1930—.

Author of: *Exercices Français*; *Cours préparatoire*, *Première partie*, *Deuxième partie*; *La France et les Français*; *Le Français oral*; *Exercices de composition et de grammaire*; *Lectures pour débutants*, *Coutumes françaises d'hier et d'aujourd'hui*; *Initiation à la langue française*; *Gens et choses de France*; *La deuxième étape en langue française*. Editor: *Contes de la Vieille France*; *Trente-trois contes et nouvelles*.

MLLE MAUD REY.

Brevet supérieur, Nantes; studied at the Sorbonne and Université Catholique, Paris. Head of the French Department, Baldwin School, Bryn Mawr, 1917–1920. Studied with Jacques Copeau, Directeur du Théâtre du Vieux-Colombier, and with Charles Dullin, Directeur du Théâtre de l'Atelier, Paris, 1921–1922. Lecturer and Dramatic Reader, 1922–26; Head of the French Department, Baldwin School, Bryn Mawr, 1927—; Director of French Dramatics, Bryn Mawr College, 1930—; Lecturer in French Diction, Bryn Mawr College, 1934–1943; Middlebury French Summer School, 1935—.

PIERRE THOMAS.

Baccalauréat, 1917, Académie de Lille, Diplôme d'ingénieur de l'École Centrale des Arts et Manufactures, Paris, 1924; Graduate Fellow, French Department, Middlebury College, 1927–28; Instructor in French, University of Oregon, 1928–29; Instructor in French, The Arizona Desert School, Tucson, Arizona, 1929–42; Asst. Prof., French Dept., Cornell Univ., 1942—; Middlebury French Summer School, 1927—.

MME BÉATRICE TOURTEBATTE.

University of Chicago, Ph.B., 1926; A.M., 1927; Travel and study in France and Italy, 1927–28; Instructor in French and Italian at the University of Texas, 1928–29; Teacher of French language and literature, Collège Montmorency, Paris, 1929–39; Diplôme et certificat de phonétique, Institut de Phonétique, 1939; Subst. instructor, Hunter and Wellesley Colleges, 1940–41; Asst. Prof. of Romance Languages, Wilson College, 1941—; Middlebury French Summer School, 1940–41–42–44.

MME ALICE WILLIAMSON DE VISME.

Officier d'Académie; Chevalier du Nichan Iftikhar; Instructor at the École du Château de Soisy, France, 1913–19; at Middlebury College, French School, 1920–24; at the French Institute of Pennsylvania State College, Pennsylvania, 1924–26; Associate Professor, New Jersey College for Women, New Brunswick, New Jersey, 1927—; Vice-Présidente de l'Alliance Française de New Brunswick; Middlebury French Summer School, 1920–24; 1928—.

Administrative Staff and Auxiliary Personnel

Miss Katherine Alexeieff, A.M., Middlebury College, Assistant in Phonetics.
Miss Lota Curtiss, A.M., Yale Univ.; Organist and Chimer.
Miss Elinor Wieland, A.B., Middlebury College; Secretary to the Dean.

French School Faculty and Staff of 1943

First row: (Left to Right) M. Schinz, Mme Gall-Bernot, Mme Guilloton, Mlle Rey, Mme Bertrand.

Second row: M. Guilloton, Mme Bruno, Mme Orangers, Miss Swift, M. Morize, Mrs. Cooper, Mme Bourcier, M. Bourcier.

Third row: Mlle Binand, Mr. Hawkes, Mlle Le Jolly, Miss Curtiss, M. Méras, M. Delattre, M. Denkinger, Mr. Freeman.

Back row: M. Constans, M. Thomas, M. Lebel, M. Pargment, Miss Gates, Mr. Woods.

EVENING LECTURES

On Monday evenings, and occasionally on other evenings as well, at 8:00 P.M. in the Playhouse, there will be special lectures by the Director, M. Morize, and by other members of the staff. By special arrangement, several well-known authorities on various phases of French culture will also speak. Among them are the M. Benoît-Lévy, cinema director; M. Henri Peyre of Yale University; M. Jean Seznec of Harvard University.

DAILY COURSES

A. Language

Directeur d'études, M. GUILLOTON

11. ADVANCED FRENCH STYLISTICS.

The purpose of this course is to enable advanced students to acquire a finer feeling for French style, a sense for shades of expression, a complete mastery of certain difficulties which more elementary courses do not discuss. It combines theoretical lessons in stylistics with advanced exercises in translation. Individual conferences. The course will be strictly limited to twenty students.

Daily at 8:00. M. GUILLOTON.

12. ADVANCED COMPOSITION.

This course, less advanced than Course 11 and with more emphasis laid on grammar, is intended especially for students who, having a good general knowledge of French, have not yet mastered certain peculiarities of grammar, and other difficulties of the written language. The method comprises (1) the translation from English into French of texts of increasing difficulty; (2) class discussion of this translation; (3) the study of a certain number of important points of grammar. Students will be required to hand in at least two written exercises a week. Each section will be limited to twenty students.

Note: A written test will be given at the first meeting of this course. According to the preparation and ability indicated by this test, students will be assigned to this course, or to Course 11 or 13.

Sect. I at 8:00. MLLE BRUEL.
Sect. II at 9:00. MLLE BRUEL.

13. COMPOSITION AND ADVANCED GRAMMAR.

This course pursues two general objectives: 1. It aims to strengthen the background and broaden the range of the American teacher of French grammar and composition; 2. It seeks to train the students in the use of correct, idiomatic French. The work is theoretical and practical. Theoretical grammar is reviewed in the light of actual usage, and the traditional treatment of it in text-books and in the classroom is scrutinized, revaluated, and brought in closer contact with actual linguistic facts. Abundant practice is provided in writing idiomatic French and in the practical application of grammatical principles.

Note: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 12 or 14

Sect. I at 8:00. M. PARGMENT.
Sect. II at 10:00. M. PARGMENT.

14. INTERMEDIATE COMPOSITION AND REVIEW GRAMMAR.

A thorough review of French syntax and analysis of its essential difficulties; direct method exercises, constant oral and written practice. The course is intended for students who have only an incomplete mastery of the language; it aims to impart a reasonable degree of proficiency in the use of written French, and a systematic review and application of the fundamental principles of grammar.

Note: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 13.

(This course does not count toward the M.A. degree.)

Daily at 11:00. M. PARGMENT.

B. Phonetics and Diction

Directeur d'études, M. CONSTANS

21. (LABORATORY COURSE IN EXPERIMENTAL PHONETICS.)
Omitted in 1944.

22. ADVANCED PHONETICS.
This course is designed for students who already have a good knowledge of phonetics, and whose French pronunciation is found sufficiently correct. The method is scientific, and at the same time simple and practical. References to the scientific theory of phonetics will be made in connection with its practical application. The aim of the course is to teach students the pronunciation accepted among cultivated French people, to improve their individual pronunciation, and to give them a practical method of teaching phonetics to their own pupils. Phonographs and discs will be frequently used in this course.

Sect. I at 9:00. M. DELATTRE.
Sect. II at 10:00. MME BERTRAND.

23. INTERMEDIATE PHONETICS.
A continued study of practical phonetics, with its application to personal pronunciation. Correct formation of French sounds. Sounds in isolation and combination. Oral exercises and ear training. Phonographs and discs will be used.

Sect. I at 8:00. MME TOURTEBATTE.
Sect. II at 10:00. M. DELATTRE.
Sect. III at 11:00. MME BERTRAND.

24. ELEMENTARY PHONETICS.
The beginnings of a scientific training in French pronunciation, based on phonetics. Methodical comparison of English and French sounds. This course is intended for students who have never studied phonetics, and for those who have never attacked the problem of their own pronunciation in a scientific manner. Intensive oral and ear training.

Sect. I at 8:00. M. CONSTANS.
Sect. II at 9:00. M. CONSTANS.
Sect. III at 12:00. M. CONSTANS.

25. DICTION, INTONATION, ELOCUTION.
This course is of capital importance to complete the work done in phonetics. Its essential aim is to correct the mistakes in French intonation so frequent among Anglo-Saxons, and to acquire, not an artificial pronunciation, but the expressive and musical shading for French diction, used in ordinary conversation as well as in reading or speaking in public. Phonographs and discs will be frequently used, as well as the recording phonograph and dictaphone, enabling students to analyze and correct their own diction. The work will be essentially "personal" and systematic. Placement tests will be given at the beginning, and the number of students in each section will be limited to fifteen.

Sect. I at 9:00. MLLE REY.
Sect. II at 11:00. MLLE REY.

Note: All students in the school, and especially those in the phonetics department, are urged to make the largest possible use of the Phonetics Center, with its recording and listening machines and fine collection of records. The phonetics instructors will hold regular consultation hours at the Center to assist students with their pronunciation problems, and to criticize their recordings.

C. Methods and Professional Training

Directeur d'études, M. MÉRAS

31. THE TEACHING OF MODERN FOREIGN LANGUAGES.

This course is designed for teachers who are qualified to take an advanced course. Among the topics to be considered are: the place of modern foreign languages in the curriculum, the history of modern foreign language teaching in the United States; aims and objectives; analysis of methods; course-content; representative syllabi; prognosis and achievement tests; word-frequency and syntax counts; recent trends in textbooks and other materials; criteria for the selection of textbooks; supplementary aids and devices; the modern foreign languages as a social study; the general language course; the civilization course; the obligations and responsibilities of the modern foreign language teacher; professional ideals. Readings, reports, panel discussions.

Texts: Cole-Tharp, *Modern Foreign Languages and Their Teaching*. Appleton-Century; Hagboldt, *Language Learning*, University of Chicago Press. Library reading of selected references.

Daily at 12:00. M. MÉRAS.

32. (INTRODUCTION TO THE TEACHING OF FRENCH.)

Omitted in 1944.

33. FRENCH CLUB ACTIVITIES.

The Cercle Français should be a lively centre where the various activities of a department of French maintain helpful and inspiring contacts with each other. This is most likely to occur where there is alert and well-informed direction. In this course, the various practical problems involved will be carefully considered: the initial organization of a Cercle, the means of creating and maintaining a French atmosphere, the psychological background, the mastery of the requisite procedures, the finding and utilization of desirable material. Type programs will be worked out with all necessary documentation. Ways of providing entertainment and of fostering sociability will not be forgotten. Songs, games, plays, dramatizations and adaptations, source material, the use of magazines, newspapers, photographs, stereopticon slides, films, etc., will be studied. Students will have access to the valuable reference library and the material collected in Pearsons Hall. Ample opportunity will be given for personal conference with the instructors about special problems.

Textbooks: *Le Cercle Français*, by Ruth C. Morize; and *Le Cercle Français*, by R. P. Jameson, (Heath).

Daily at 10:00. MISS CRANDALL.

Note: M. Méras will also hold private consultation hours for all members of the school. Students are urged to avail themselves of this opportunity, even if they are not enrolled in the course in methods.

Note: This department also offers to all students in the school the facilities of the Realia Collections in Pearsons Hall. Documentary and teaching material of all kinds is gathered here, together with extensive files of suggestions and sources. Students are urged to consult Miss Crandall, in charge of the collections, about their special needs.

D. Literature and Civilization

Directeur d'études, M. Morize

41. FRANCE AND INTERNATIONAL RELATIONS IN THE 19th AND 20th CENTURIES.

The purpose of this course is essentially to provide students with a broader and deeper understanding of the international problems of the past, present, and future of France. The lectures will treat the position and political role of France in Europe under the Treaties of 1815 and 1919. The question of the "balance of power", the doctrine of nationalities, and the policy of alliances will be studied in the light of history and the general principles of international law. The League of Nations will be discussed in some detail. The course will also give particular consideration to the relations of France with the two Americas and with the Orient.

Daily at 12:00. M. André-Prudhomme.

42. POLITICAL AND ECONOMIC IDEAS IN FRANCE SINCE THE REVOLUTION.

This course proposes to study the movement of ideas and doctrines which are of great importance, and yet are too often neglected in courses in literature. It will follow the development of the double heritage of the French Revolution: on one hand, the democratic and liberal ideas; and on the other, the counter-revolution. It will deal with journalism, with legal and legislative expression, and will define through their historical evolution the doctrines and programs of the various political parties. The course will not be unduly technical, and will be valuable for an understanding of the problems involved in the political reconstruction of France.

Daily at 11:00. M. André-Prudhomme.

43. FRANCE BETWEEN TWO WARS: 1919–1939.

The purpose of this course is to give the student a survey of the events which led France from Clemenceau and Poincaré to Blum and Daladier, from the *Chambre bleu-horizon* to the *Front Populaire*, from the Peace of Versailles to the outbreak of World War II. The topics discussed will include problems of internal and foreign policy: the financial, social, and economic difficulties of the Third Republic—the interplay of world events and home politics—the conflict between the old parties and the new ideologies, etc. This study will enable the student to get a clearer understanding of the situation now developing in France and her empire. It will thus furnish the informational background strongly recommended for military personnel and for those interested in post-war reconstruction.

Daily at 9:00. M. Guilloton.

44. WAR AND POST-WAR FRANCE.

It is evident that French arms are playing a growing part in the prosecution of the war, and that the resultant problems of military liaison necessitate a considerable knowledge of the French military organization. It is also evident that the material and spiritual rehabilitation of France will require the services of many persons well informed about the special conditions under which they will have to work, and ready to cooperate effectively with the civilian population and its existing institutions. Finally, the French language itself will be an indispensable tool for the work of reconstruction in many countries other than France. To all those who wish to prepare

themselves to participate in either activity, this course will offer the basic background knowledge, the essential technical information, and training in specialized vocabulary, together with practice in utilizing all this material through class discussions and other practical exercises.

Daily at 10:00. M. Bourcier.

47. INTRODUCTION TO FRANCE.

To students who are unfamiliar with France and who cannot at present acquire a personal knowledge of it by travel, this course will offer the opportunity to discover France for themselves. The course will group the essential information of a geographical, social, historical, sociological, and cultural nature, and organize it for a general understanding of the land of France and its civilization.

Daily at 11:00. M. Bourcier.

51. THE FRENCH NOVEL BETWEEN THE TWO WARS.

A careful study and critical discussion of the major trends and outstanding examples of the contemporary French novel between 1919 and 1939. The authors studied will include Mauriac, Duhamel, Romains, Malraux, Giraudoux, and Martin du Gard. An attempt will be made to see in the novel an expression of social and political thinking. Lectures, collateral readings, and class discussions.

Daily at 9:00. Mlle Leliepvre.

52. DEVELOPMENT OF FRENCH DRAMA.

A survey of the history of the French theatre, from the Renaissance to the present day. A study of the general dramatic tendencies of each century and of the most significant writers. The list of works to be studied is made up largely of plays familiar to reading courses. The purpose of the course is to attempt literary evaluation of these works in the light of the evolution of the French drama and literature. Collateral readings, class discussion, written reports.

Daily at 10:00. M. Denkinger.

57. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY.

Lectures, short tests on essential historical and biographical data, readings. Aids to study (mimeographed sheets, classical texts, documentary illustrations, etc.) will be supplied at various times. Students should own a good manual of French literature, preferably Lanson et Tuffrau, *Manuel ill.* (Hachette). The anthology to be used is Peyre and Grant, *Seventeenth Century French Prose and Poetry*, (Heath). The course is designed to give the student a broad understanding of the unfolding of the classical school, full attention being given to other great writers besides the dramatists (Descartes, Pascal, etc.) Collateral readings, class discussion, lectures.

Daily at 12:00. M. Denkinger.

58. THE RENAISSANCE AND ITS GREAT WRITERS.

An analysis of the Renaissance and the humanistic movement as it expressed itself in the works of the leading authors of France in the sixteenth century. A careful study of the writings and ideas of Rabelais, The Pléiade, Montaigne and Calvin. Discussion of literary tendencies, outside reading, written and oral reports.

Daily at 11:00. Mlle Bruel.

66. READINGS IN NINETEENTH CENTURY PROSE.

A course at the intermediate level, intended to develop vocabulary and facility in reading, an appreciation of literary style, and an understanding of the main groups of nineteenth century prose authors. The course will be helpful in preparing for a reading examination, or as an introduction to advanced courses in literary history. Hugo, Mérimée, Balzac, Flaubert, Daudet, Zola, France, and others will be represented among the texts read. Class discussions and oral reports. (The course will count for undergraduate but not for graduate credit.)

Daily at 9:00. M. MÉRAS.

Note: All students, especially doctorate candidates, who are working on a problem of literary research or any other academic project, should not fail to profit by the individual guidance offered by the school staff. Personal interviews and consultations will be arranged with members of the staff who specialize in the same field.

E. Oral Practice

Directeur d'études, M. THOMAS

74. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Carefully selected groups, limited to ten students, for intensive training in French oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

This course is required for the Master's degree. Students may enroll on approval for the first week. At the end of the week, students will be assigned to the proper section of this course, or to Course 75.

Sect. I at 9:00. MME GUILLOTON.
Sect. II at 10:00. MME GUILLOTON.

75. CONVERSATION AND VOCABULARY.

This course is intended for students who can understand French readily, but who speak it hesitatingly and who need to develop fluency and confidence in the spoken language, by a systematic method. The effective two-hour plan will again be used. The entire group of students enrolled in all the sections will meet each morning under the instruction of M. Thomas. A thorough study of the material to be used in the conversation sections for the day will be made: words, their correct pronunciation, their exact meaning, their "family," synonyms with various shades of meaning; idiomatic uses, suggestions for discussions, etc. After this general meeting, the students will meet in small sections, of eight or ten, and the entire hour will be devoted to actual conversation by the students. (This course does not count toward the M.A. degree.)

General meeting daily at 8:00; attendance required of all students enrolled in the course.

Sect. I at 9:00. M. THOMAS.
Sect. II at 10:00. MLLE DE BIDART.
Sect. III at 11:00. M. THOMAS.
Sect. IV at 12:00. MLLE DE BIDART.

76. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who have a good knowledge of written French, but have had little or no opportunity to hear the language and to speak it. Those whose preparation has been chiefly by the "reading method" will be assisted in changing their vocabulary from a "passive" to an "active" one. The class work will comprise constant repetition of the elements of everyday speech; drill in the systematic increase of oral vocabulary; and the development of self-confidence in expressing ideas in a foreign language. The course is introductory to Course 75, and students may be assigned to either one according to their ability. (This course does not count toward the M.A. degree.)

Sect. I at 11:00. MME DE VISME.

Sect. II at 12:00. MME DE VISME.

Credits Two credits will be allowed for each course, unless otherwise indicated. All courses count toward the Bachelor's degree, and all except Courses 14, 66, 75, and 76 count for the Master's degree. (The courses which do not count for the M.A. are: Intermediate Composition, Readings in 19th Century Prose, Conversation and Vocabulary, and Elements of Oral Practice.)

Courses 11 and 12, in Advanced Composition and Stylistics, may with the consent of the Dean be taken a second summer for credit, since the material of the course is varied each year.

Course Requirements for the M.A. All candidates for the Master's degree are required to pass, before the completion of their work, an advanced course in each of the following subjects: Stylistics, Phonetics, Methods, Literature, and Oral Practice. Courses 12, 23, 31, 74, and any courses in Group D other than 47 and 66 satisfy these requirements. Students who have transferred credit for an equivalent course taken elsewhere may request release from the requirement.

Fees For complete information concerning fees, rules governing visitors and special registration, reservations, etc., see pages 10 to 12.

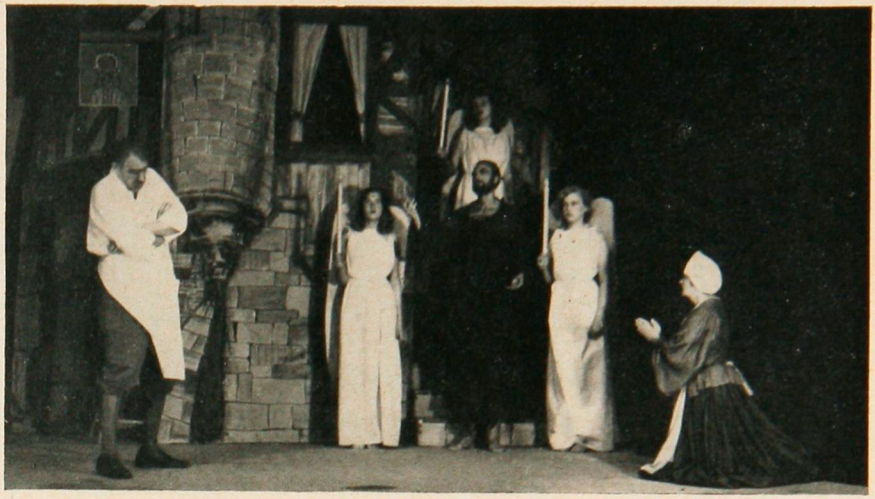
Realia Collections A unique and valuable collection of illustrative material has been assembled at the school, and is on display at Pearsons Hall. Provincial costumes, small models of regional houses and furniture, dressed dolls, santons, Guignol accessories, shelves of books for children, illustrated magazines, language games of all sorts, railway posters, postcards and photographs of all parts of France, decorations for classrooms, and extensive files of suggested realia and sources for obtaining it—all these may be examined and consulted by students at any time.

French Libraries The French Libraries, in the College Library and in the Château, contain over 8,500 volumes, dealing with the French language, literature, history, and civilization. They include recent publications of note in fiction, poetry, and drama; and were enriched in 1938 by a very generous gift from the French government. The collections on the subjects of realia, art, and teaching methods are noteworthy.

Phonetics Center The scientific equipment for the study of pronunciation is assembled in a coordinated unit on the ground floor of Pearsons, and is known as the Phonetics Center. Students will find there the recording phonograph, the Soundmiror for magnetic recording on copper tape, dictaphones for temporary recording on wax cylinders, individual booths with electric phonographs equipped with ear-phones, and a large collection of commercial phonograph records of French speech. Two assistants will be in charge of this equipment, and will be on duty during all class and study periods to aid students in their work. Regular consultations will also be arranged with members of the phonetics staff, for individual coaching, and correction of recordings.

Books During the session there are two bookstores for the French School. The College Bookstore, on the ground floor of Munroe Hall, carries class textbooks, dictionaries, and school editions printed in this country. The French Bookstore in Pearsons Hall attempts to reproduce for the student a bookshop in Paris, handling French texts and reference works, but specializing in modern literature. In spite of the war, this bookstore is able to offer a good variety of recent French works, fiction, poetry, etc., at reasonable prices.

Other Equipment All the teaching equipment of the school is exceptionally complete. In addition to the Phonetics Center and the Realia Collections, the school is well supplied with wall maps, charts, stereopticon and opaque projectors, silent and sound moving picture projectors, etc. A large collection of slides on French geography, the history of French art and period styles was secured through the cooperation of the Ministère des Affaires Étrangères and M. Robert-Rey, Inspecteur général des Beaux-Arts. Extensive use is made of mimeographed material at the school, each class being supplied with full outlines, schedules, and special exercises at very small cost.



French School Play

LIFE IN THE SCHOOL

Use of French *No student will be admitted to the school unless he is able and willing to use only French, during the seven weeks of the session, even in the individual dormitory rooms.* At the opening of the school, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the right to dismiss from the school students who willfully break this rule. (See page 5.)

Dormitory Life All the dormitories of the school are in fact French Houses, since French is the only language used. Each dormitory is under the supervision of the Dean, through his agents appointed by the College, and they are responsible to him for the discipline in the building.

In addition, provision is made for further development of the social life in each house by the appointment of hostesses. They will assist in fostering the spirit of informal friendliness between students.

There is a graduate nurse in residence on the campus, within the reach of every student. The students may feel that they are amply protected in case of any emergency.

Forest Hall One of the newest and finest dormitories on the campus is Forest Hall. It is built of native stone in colonial style; all rooms are single, with washroom between every two rooms. There are reception rooms, parlors, and dining rooms, accommodating all the students living in the building. The offices of M. Morize and M. Guilloton, as well as the faculty club room, are also located here.

Le Château The Château is one of the most striking features enjoyed by the French School, and is a picturesque expression of the French atmosphere. The architecture of the Château is inspired by the Pavillon Henri IV of the Palace of Fontainebleau. The edifice is typically French inside and out. The large salon is attractively furnished in the period of the early eighteenth century. The Château also contains the tasteful salon of the faculty, two classrooms, a library, and the offices of the Dean.

Other French Houses Pearsons Hall is a large white marble structure of colonial style, located on a height overlooking the surrounding country in all directions. Battell Cottage is adjacent, with rooms and a large dining hall. Pleasant shaded grounds adjoin Battell Cottage and Pearsons Hall. Hillcrest Cottage is just across the street. Hillside Cottage is on the road leading to the Château.

Chairs on the lawn and under the trees provide pleasant opportunities for reading and study out of doors.

Dining Halls The dining halls in Battell Cottage, East Forest Hall and the Château will probably be available to the French School. The students gather at tables for seven or nine, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule, enabling all to get better acquainted. The table offers excellent opportunity for French conversation. Different viewpoints with a common purpose stimulate all students to participate actively in the discussions.

Entertainments The Thursday evening dramatic entertainments will be an important feature of the school life. Under the direction of Mlle Leliepvre, groups of faculty and students will present a varied program of plays. Community singing of folk songs will continue to be an important part of these Thursday evening meetings. *Chantons un peu*, by R. M. Conniston, (Odyssey Press), will be used; students should bring their own copy. There will be lectures on Monday evenings by M. Morize and others, on subjects drawn from various phases of French life and culture. A program of special lectures is also being arranged. There will be concerts of chamber music on Sunday evenings. These evening programs are regularly given at the Playhouse.

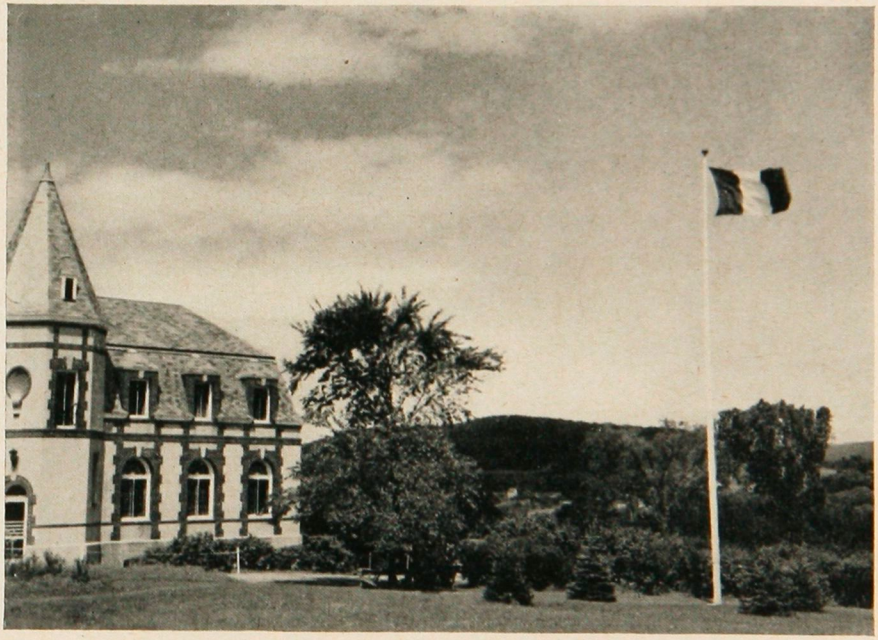
Chapel Services Chapel services in French will be held, as in the past, every Sunday morning at 10:45 in the Mead Memorial Chapel. These services are not obligatory but all persons interested in French are invited to attend. Short organ recitals and auditions of religious music are given. The large vested choir will continue to be a feature of the chapel services.

Arrival Beginning Friday morning, June 30, students will be met at the train by a representative of the French School, who will direct them to taxis and assist them with arrangements for luggage. As soon as possible, students should report to the Dean to register for their courses, and to receive other information. (See also pages 9 and 10).

The first official assembly of the French School will be held on Sunday evening, July 2, at 8:00 at the Playhouse. All students are required to attend. Classes begin at eight o'clock Monday morning, July 3.

Consultations The entire staff of the school places itself at the disposal of the students for consultation and assistance. M. Guilloton, Acting Director, will hold regular consultation hours for all students in his office in Forest Hall. The Dean, Mr. Freeman, may be consulted at the Château Office daily from 9:00 to 12:00, and by appointment, on all matters concerning courses, schedules, credits, etc.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the school should be addressed to Prof. Stephen A.



. . . the enduring culture of France . . .

Freeman, Dean of the French School, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms and fees may be addressed to the Office of the Language Schools, Middlebury College; concerning transcripts, to the College Registrar.

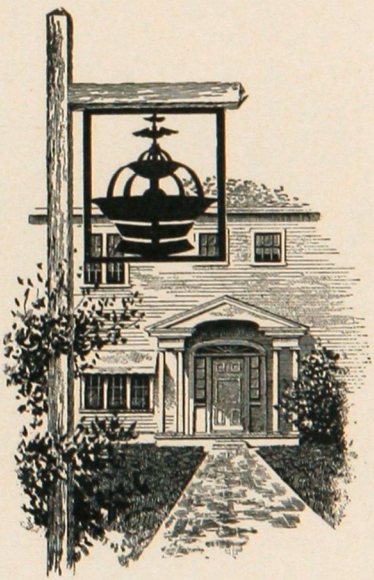
Winter Session The attention of teachers is called to the fact that the Middlebury French School is in operation throughout the year. Students may enter in July, November, or March. This school offers unusual advantages to those desirous of perfecting themselves in the French language and literature. The rule of speaking only French is maintained throughout the school year. The winter faculty is almost entirely native French. Regular and special courses are offered, counting toward the Master's degree. The school cooperates actively with its graduates in their search for positions. Professor Freeman will be glad to discuss possibilities of study with anyone interested.

Scholarships For the summer of 1944 twenty scholarships of fifty dollars each are available for students who must have financial help in order to attend the school. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean, and must be filed before May 1. The awards will be announced before May 15.

Two of the above scholarships are due to the generosity of Mrs. James Richardson of Providence, R. I., who has established a fund known as the James Richardson Scholarships. Grateful acknowledgement is also made of two other special scholarships, made possible by the generous contributions of friends and former students.

Self Help Another important way in which students may assist in defraying their expenses is by waiting on table in the French dining halls. The waiters and waitresses are students of the school, who are able to use French exclusively in the dining halls. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $125. Those interested should write to Miss Mary Bowles, Dietitian, Middlebury College, for application blanks.

Deutsche Sommerschule

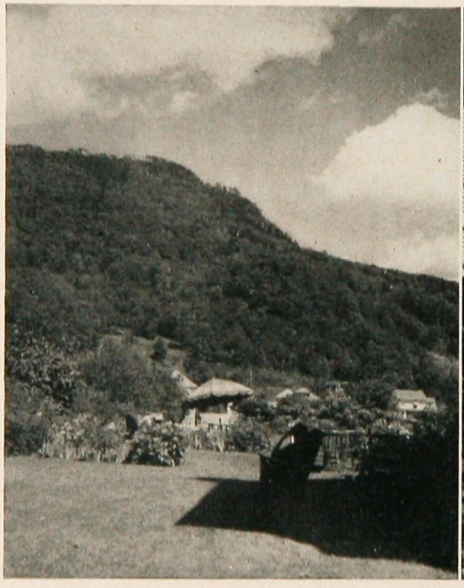


THE GERMAN SCHOOL

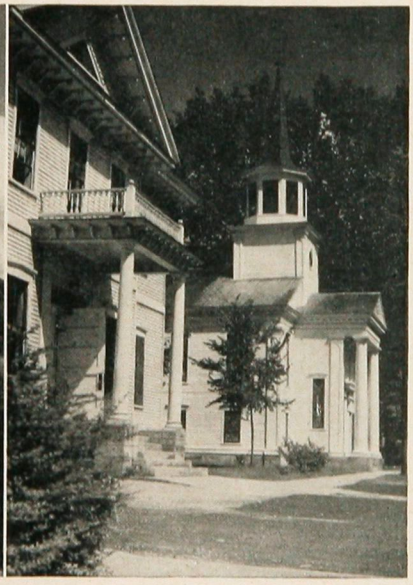
(From July 3 to August 17)

The Middlebury German School is the forerunner of all the Middlebury Language Schools which were modelled after the "Middlebury Idea." It was founded in 1915 on the initiative of Miss Marian P. Whitney, former head of the German Department of Vassar College, and of Miss Lilian L. Stroebe of Vassar who was its director until 1918. When the school reopened in 1931, Professor Ernst Feise of Johns Hopkins University was appointed Director and the School was removed to the neighboring village of Bristol in accordance with the two leading principles of the Middlebury Summer Schools, isolation and concentration.

The Idea This segregation seemed necessary if students were to concentrate all their efforts upon one language alone; for, remote from the contact with the other foreign languages and not distracted by the life of a larger English-speaking community around them, they may merge into the intimate circle in which German is their sole medium of communication.

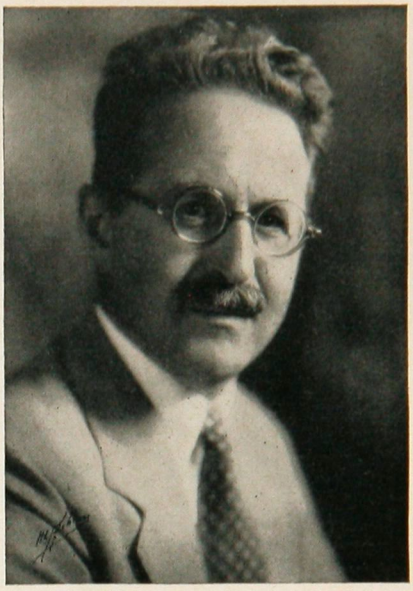


. . . nearer the mountains . . .



. . . the quaint village green . . .

GERMAN SCHOOL STAFF



ERNST FEISE, *Director.*

Universities of Berlin, München, and Leipzig, 1902–1908; Ph.D. Leipzig, 1908. University of Wisconsin: Instructor in German, 1908–12; Assistant Professor, 1912–15; Associate Professor, 1915–17. Oberlehrer at the Collegio Aleman, Mexico City, 1920–23. Inspector of English in the Mexican Schools, 1923. The Ohio State University: Assistant Professor of German, 1924–27. The Johns Hopkins University: Associate Professor of German 1927–28, Professor of German, since 1928. National President AATG, 1939, 1940. The Middlebury College German School, since 1931.

Publications: Die Leiden des jungen Werthers von Johann Wolfgang Goethe, Oxford University Press, 1914; Goethe's Hermann und Dorothea, Scribner's, 1917; Hauptmann's Einsame Menschen (with M. G. Evans), Henry Holt and Co., 1930; articles in Germanic Review, Modern Language Notes, Monatshefte für deutschen Unterricht, and other periodicals. Advisory Editor Modern Language Notes; Editorial Board, Monatshefte für deutschen Unterricht. General Editor Gateway Books, W. W. Norton, Inc.

WERNER NEUSE, *Dean.*

Universities of Berlin (1918–23) and Giessen (1929–30); Teachers' College Columbia University, 1928–29. Ph.D. Giessen, 1930. Studienreferendar and Studienassessor at various schools in Berlin, 1923–27. University of Wisconsin, Instructor in German, 1927–28; Hunter College, Instructor in German, 1928–29; Studienrat, Berlin-Neukölln, 1930; University of Wisconsin, Instructor in German, 1930–31. New York University, Instructor, 1931–32. Middlebury College, Associate Professor, 1932–1942, Professor, since 1942. The Middlebury German School, since 1931.

Publications: Friedrich Schnack: Klick aus dem Spielzeugladen, Henry Holt and Co., 1935; Wege zur deutschen Kultur, J. B. Lippincott Company, 1937; Vom Bild zum Wort, J. B. Lippincott Company, 1938; Kleine Deutsche Realienkunde, Publications of the Interscholastic Federation, 1940; Heitere Geschichten, W. W. Norton, 1940; articles in various journals.

WILHELM RICHARD GAEDE.

Universities of Marburg, Montpellier (France), and Münster, 1909–14; Ph.D. Münster, 1913; Studienassessor in German schools, 1914–19; director of various educational institutions in Prussia, 1920–1929; Ministerialrat in the Prussian Kultusministerium, Berlin 1929–1933. Brooklyn College: Instructor, 1933–35; Swarthmore College: Assistant Professor, 1935–36; Brooklyn College: Associate Professor 1937–

German School, 1943

38, Professor of German, since 1939; Dean of Studies, since 1944. The Middlebury German School 1935–39, 1942–43.

Publications: Die Beziehungen zwischen Chrétien de Troyes und Hartmann von Aue, Münster, 1913. Joh. Schulze als Begründer des humanistischen Gymnasiums zu Hanau, Hanau 1929. Wesen und Wege der Schulreform, Berlin 1930 (in cooperation). Die Schulordnung für die öffentlichen höheren und mittleren Schulen Preussens, Berlin 1932. Articles in various periodicals. Editor: Zeitschrift für französischen und englischen Unterricht, Berlin 1930–33. Ecrivains d'Hier et d'Aujourd'hui, Weidmann, Berlin 1930–33. Co-editor of Germany Past and Present, a series of cultural readers.

ERNST L. LOEWENBERG

Universities of Berlin, Heidelberg, 1914–16; Universities of Geneva, Hamburg, 1919–21; Ph.D. Hamburg, 1921. Studienrat, Lichtwarkschule Hamburg, 1921–34; High School Principal, 1929–31; Lecturer, Volkshochschule, 1929–33; Jewish High School, Hamburg, 1934–38; Milton Academy, 1939; Bennington College, 1939; Groton School, since 1940.

Publications: Studien zu Liliencrons Poggfred, 1921; Die Lichtwarkschule Hamburg, 1928 (in cooperation); Jakob Loewenberg, biography, 1931; selections, 1937; articles in Hamburger Lehrerzeitung, Buchhändlerbörsenblatt, Jugendschriftenwarte, Jahrbuch f. jüd. Gesch. u. Lit., American-German Review, and other periodicals.

ARNO C. SCHIROKAUER.

Universities of Berlin, Halle, München, 1918–1921; Ph.D. München, 1921. Research Assistant: University of München, 1921–23; Research Assistant: Bavarian Academy of Sciences, 1923–24. Assistant Librarian, Deutsche Bücherei in Leipzig, 1925–28. Lecturer at the Volksakademie, Leipzig, 1929–33. Assistant Professor of German, Southwestern, 1939–41. Research Fellow, Yale University, 1941–42. Visiting Professor of German and Coordinator of Area and Language ASTP Program at Kenyon College, 1944. The Middlebury German School, since 1942.

Publications: Mittelhochdeutsche Reimgrammatik, Preisschrift der Universität München, 1923. Expressionismus der Lyrik in Weltliteratur der Gegenwart, vol. II, 1924. Lassalle, Leipzig 1928, London 1931, Paris 1931, New York 1932. Articles and Reviews in Jahresberichte der Neuerscheinungen der Germanischen Philologie, Jahresberichte der Neueren deutschen Literatur, Modern Language Notes, Deutsche Vierteljahrsschrift für Geistesgeschichte, Monatshefte für deutschen Unterricht, German Quarterly, Journal of English and Germanic Philology. Co-Editor of Corona, Studies in Philology, Durham, N. C., 1941.

RUTH A. H. SEIFERT

Carnegie Institute of Technology, B.A. Organ and B.A. Public School Music, 1942; Superviser of Public School Music, Elementary, McCandless Township, Pennsylvania, 1942–3; Juillard School of Music, New York, 1943–4; The Middlebury German School, 1943.

WOLFGANG STECHOW

Universities of Freiburg, Göttingen, Berlin (History of Art, History of Music, Archeology) 1914, 1918–21; Ph.D., Göttingen 1921. University of Göttingen: Assistant at Institute of Art History, 1923; Instructor, 1926; Assistant Professor, 1931–36. University of Wisconsin: Assistant Professor, 1936; Associate Professor, 1937. Pro-

fessor of Fine Arts, Oberlin College, since 1940. Assistantships and Visiting Professorships: The Hague, 1922–23; Florence, 1927–28; Rome, 1931. The Middlebury German School, 1942—. Member of Board of Directors: The College Art Association of America. Member of Editorial Board: The Art Bulletin; Member Committee on Grants in Aid of Research, American Council of Learned Societies. Conductor of Students' Orchestra, University of Göttingen, 1924–33. Concert Pianist.

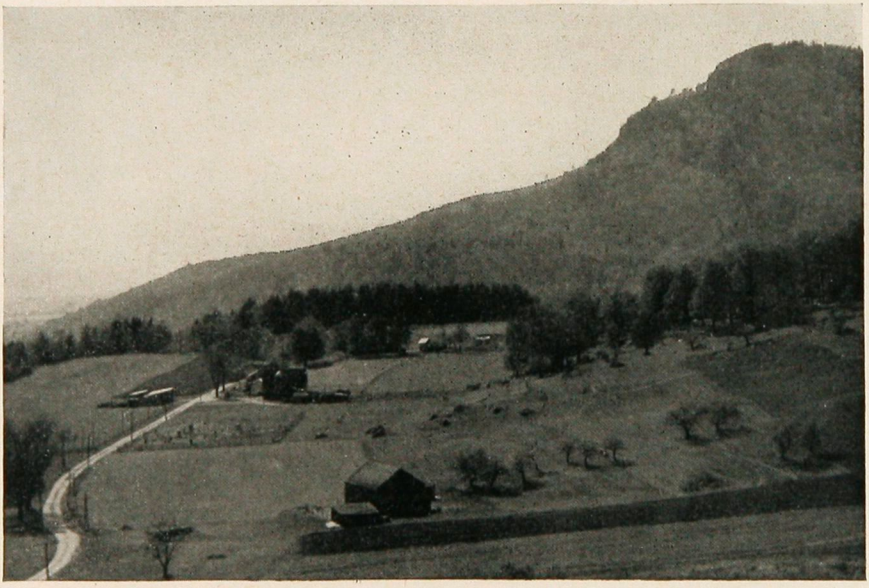
Publications: Apollo und Daphne, Leipzig 1932; Salomon von Ruysdael, Berlin 1938; articles in American, Belgian, Dutch, English and Italian periodicals. Catalogues of collections and exhibitions. Collaborator: Göttinger Händelfestspiele, 1920–33.

SPECIAL LECTURE SERIES

HAYDN, MOZART, BEETHOVEN, AND SCHUBERT, by Dr. Wolfgang Stechow, Professor of Fine Arts at Oberlin College.

An introduction to the main works of the greatest composers of the Vienna school: Symphonies, concertos, chamber music, piano music, choral works, and lieder. Illustrations in original form and from records, with some discussion of the musical forms.

EVENINGS.



. . . in a beautiful mountain location . . .

THE COURSES OF STUDY

A. Literature

(An advance reading list for literature courses will be furnished by the Language Schools Office or the Dean upon application)

12. BAROCK UND AUFKLAERUNG

A survey of the development of German literature from the beginning of the 17th century into the second half of the 18th century. Principal currents as revealed in literary output and esthetic theory, their corresponding movements in art, their philosophic and religious foundations. 9:30 MR. FEISE.

20. SPECIAL INVESTIGATION.

Students advanced in their graduate study may work on special topics under the guidance of one of the members of the staff. They are, however, urged to confer with the Director before the opening of the School so that the object may be defined and the necessary books procured.

28. HISTORY OF THE GERMAN NOVELLE.

From Goethe to the end of the century; its theory, form, and evolution through the different literary currents 10:30 MR. FEISE.

38. MODERN GERMAN LYRICS.

The development of German poetry since 1880 in content and form with a special study of George, Hofmannsthal, and Rilke. Interpretative readings, illustrating the principal philosophical, political, and social movements and their influence upon lyrical expression. 11:30 MR. GAEDE.

B. Civilization

43. GERMAN ART.

Architecture, sculpture, painting, and graphic arts from the 17th century to the present day. Analysis of content, form, and style. Discussions and student reports.

8:30 MR. STECHOW.

44. GERMANY 1914–1943.

An introductory orientation course by topics such as North and South, West and East, city and country, peasant and worker, landowner and industrialist, church and university, politics and government, economics and jurisdiction, theater and press etc. Lectures, readings, and reports. 9:30 MR. SCHIROKAUER.

C. Language

55. PRACTICAL PHONETICS.

A study of the formation and combination of German speech sounds with practical exercises. Special emphasis will be laid on characteristics of spoken German such as rhythm and speech melody as factors of expression. 2:30 MR. NEUSE.

All students deficient in German pronunciation will be obliged to do special work in the phonetics laboratory under supervision until their defects are corrected.

D. Language Practice

A. BEGINNERS' COURSE.

The fundamentals of German grammar; drill in correct pronunciation; dictation; conversation; readings.

This course is open only to students in the other Middlebury Schools who wish to begin the study of German. *It is not open to members of the German School and will not count for graduate credit.* (See p. 6).

Daily at 8:00 (Middlebury Campus).

61. ADVANCED COMPOSITION AND STYLISTICS.

A systematic study of style, shades of meaning, adequacy of expression. Model selections of prose and master translations will form the basis for imitative composition and for translation of passages of increasing difficulty. A thorough knowledge of German grammar is prerequisite for this course. 7:30 MR. SCHIROKAUER.

65. COMPOSITION AND GRAMMAR REVIEW.

A systematic review of German grammar and syntax. Compositions of gradually increasing difficulty, proceeding from concrete observations to theoretical and abstract discussion. Study of synonyms and idioms. 7:30 MR. NEUSE.

68. GRAMMAR.

A thorough and systematic review of German grammar, syntax, and basic vocabulary. Reading and stylistic analysis of simple prose and poetry. Daily papers and reports. This course is supplemented by the ORAL PRACTICE course and should be taken only in conjunction with it. No auditors. Two credits (no credit toward the M.A. degree). 7:30 MR. LOEWENBERG.

69. ORAL PRACTICE.

The goal of this course is to develop the ability to use German correctly and idiomatically in conversation. Beginning with reading exercises and reports, it will proceed to the organization of the vocabulary into thought groups which will serve as the basis for conversation and group discussion. Since this course is designed to supplement the GRAMMAR course, it should be taken alone only by students who have demonstrated a fair knowledge of grammar in the preliminary examination (see page 41.) No auditors. Two credits (no credit toward the M.A. degree). 8:30 MR. LOEWENBERG.

LANGUAGE CLINIC. *Students who need special assistance on account of particular deficiencies in grammar, written and oral expression, will be assigned to individual members of the staff for extra work.*

Schedule (*subject to change*)

7:00 Breakfast

7:30 Advanced Composition	Composition	Grammar
8:30 Art		Oral Practice
9:30 Barock	Germany	
10:30 Novelle		
11:30 Lyrics		
	12:30 Lunch	
2:30 Phonetics		
	6:30 Dinner	

Required Courses

Required courses for the Master's Degree are:

1. Two of the three Civilization Courses (41, 42, 43).
2. The History of the German Language (51).
3. Phonetics (55).
4. Methods of Teaching (71, including some teaching under observation in the Demonstration School).
5. Advanced Composition (61).
6. At least 8 credits in German Literature at the Middlebury College School of German, among which must be a survey course (preferably 13 or 15).

Required courses for the Degree of Doctor of Modern Languages (in addition to the foregoing courses) are:

1. One additional Civilization Course (Group B).
2. A complete Survey of German Literature (Group A).
3. Goethe's Faust (21).

Study Plan

The following list of courses, covering the next four years but subject to minor changes, is offered to facilitate the selection of studies especially for students working toward a degree.

A. LITERATURE

Survey Courses (4 year rotation)

11. Early Literature (1947)
12. Barock und Aufklärung (1944)
13. The Classical Period (1945)
14. The Romantic Period (1946)
15. Nineteenth Century (1947)

Detailed Studies

20. Special Investigation (yearly)
21. Goethe's Faust (1946)
22. Goethe's Novels
24. Lessing, Herder
25. Schiller
31. Kleist, Grillparzer, Hebbel
34. Lyric Poetry
35. 19th Century Fiction
36. Modern Drama
37. Modern Fiction
38. Modern Lyrics
39. 20th Century Lit.

B. CIVILIZATION

(3 year rotation)

41. German History (1945)
42. German Folklore (1946)
43. German Art (1947)

C. LANGUAGE

51. History of the German Language (1945)
55. Phonetics

D. LANGUAGE PRACTICE

(yearly)

61. Advanced Composition
65. Composition and Grammar Review
68. Grammar
69. Oral Practice

E. THE TEACHING OF GERMAN

71. Methods of Teaching

On Tuesday, July 4, all new students will be given a preliminary examination covering grammar, free composition, and the ability to understand the spoken word. The purpose of this test is to determine the degree of proficiency of each student, thus helping him in choosing his courses adequately and obviating later changes. Beyond this it will in no way affect the student's standing in the school.

. . . folk dances on the lawn . . .

LIFE IN THE SCHOOL

The Aims The school is primarily designed for advanced students who, possessing a fair speaking and reading knowledge of German, wish to perfect their ability to use it and desire to deepen and broaden their acquaintance with German literature as well as with its cultural background and the soil on which it has grown. If such aims will appeal primarily to teachers and graduate students and those majoring in the language, they should also attract others who, interested in German from a cultural point of view, would welcome the association with a homogeneous group of persons of like tastes and interests.

Location The location proved highly successful from the very outset. The life of the little German community centers around the quaint New England square of the village, with the schoolhouse at one corner, the Bristol Inn at another, and the half dozen houses in which the students are located, scattered in the immediate vicinity. Owing to the good library and art collection lent by the College, the schoolrooms and the annex of the Inn radiate a German atmosphere essential for carrying out the plans of the school. For it is necessary that the student, beyond the knowledge to be acquired in the classroom, should come into an intimate contact with the cultural values of the foreign country.

The Work No elementary courses are given in Bristol; from the first, students speak the language of the school. Undergraduates with a good preparation will find sufficient work in intermediate courses offered and will be given proper consideration and reduced work if taking courses primarily intended for graduates. All instruction lies in the hands of native teachers, who also preside at the meals and are ready for help and advice in and outside of the classroom.

Admission For all questions concerning admission see page 5. In order to avoid too many changes during the first week of the session new students are asked to show in a preliminary test their proficiency in the German language (see page 41). Since the success of the school and the benefit derived from attending it depends on the creation of an atmosphere of intimate group consciousness and a carrying out of a carefully planned program of six weeks, participation in all official activities of the school, such as lectures, after-dinner gatherings, and singing is obligatory. *Students not wishing to participate in the social life of the school can be accepted only in very rare cases with the consent of the Director and after an examination in which they have proved their excellence in handling the language. They are, however, expected to take part in the daily singing and to attend extracurricular lectures and programs.* (For Visitors see page 11).

Credits Two credits will be allowed for all courses meeting five hours a week. All courses count toward the Baccalaureate degree and all except Beginners' Course A, Grammar (course 68) and Oral Practice (course 69) count towards the Master's degree. Other information concerning credits will be found on pages 6–7.

Degrees, Examinations, Fees For complete information concerning degrees, examinations, fees, opening of session, etc., see pages 7 to 12.

Center The social center and dining hall will be at the Bristol Inn in a separate annex. The Inn is an old hostelry, well known in Vermont for its gracious hospitality and superior cuisine.

Meals Breakfast will be served at seven, lunch at half-past twelve, and dinner at half-past six. The students gather at small tables, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule so as to enable all to get acquainted. After the noon meal German songs are sung in the *Gartensaal*, the social room of the German School back of the Inn.

Lectures Mr. Stechow's lectures will be given after dinner three times weekly. "Literarische Sonntagsandachten," not conflicting with local church services, will be held every Sunday morning.

Music Music is recognized as a primary factor in fostering the community spirit of the school. Emphasis is laid upon having the musical life of the school grow out of the active cooperation of the students themselves. Special attention will be given to the rehearsing and presentation of instrumental and vocal music by German composers. The scope of this extra-curricular activity will naturally depend on the presence of musical talent among the students. In order to make this musical activity possible and to prevent delay in its organization, all students are urged to bring their instruments and suitable music.

Recreation and Sport On Saturdays, the school organizes hikes into the near-by Green Mountains or to lakes in the Champlain Valley. Faculty members regularly participate in these outings, and students will enjoy this period of week-end relaxation during which the foreign language is used in an atmosphere different from that in the classroom and study. The local ball park where group games (Schlagball, etc.) are

German School Play

frequently played, tennis courts, and a good golf course in the vicinity of the village offer further opportunities for physical exercise. On Tuesday and Friday evenings all students are expected to join in the folk dances which are taught on the lawn behind the Inn.

OTHER INFORMATION

Arrival On July 3, students should report in the Library of the German School which is located in the Gymnasium of the local High School. There the Director and Dean will advise them regarding courses and give out other information from 9:00 a. m. on. All students will meet the representatives of the college treasurer and recorder at the same place.

The first meal will be supper at the Inn at 6:30 the same day. The first official assembly of the German School will be held at 8:30 in the *Gartensaal* of the Inn. All students are required to attend. Classes will begin at 7:30 o'clock Tuesday morning, July 4.

Bookstore At the Bücherstube books used in the courses may be purchased; but also other books and reproductions of paintings will be offered for sale at moderate prices. *For advance reading lists write to the Language Schools Office or the Dean.*

. . . the campfire suppers . . .

Opportunities for Service All waiters and waitresses in the German School dining hall must be able to speak German. In order to secure such a staff, opportunity is offered to a limited number of students to earn their board in return for their service. Those interested should write for application blanks to the Dean of the School as early as possible.

Scholarships In commemoration of the late Professor Martin Sommerfeld who taught in the German School in the summer of 1939, a scholarship fund was established through generous contributions from students and faculty. This scholarship, known as the *Martin Sommerfeld Scholarship*, will be awarded each year to the amount of $60.00, and it will be open to all former and new graduate students who would be unable to attend without financial assistance.

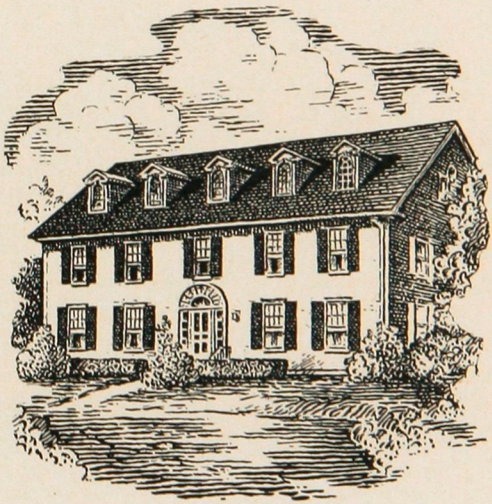
In addition to the *Martin Sommerfeld Scholarship* three other scholarships of $50.00 each are available.

These four scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean of the German School and must be filed before May 15. The awards will be announced by June 1.

Address Correspondence concerning admission, courses, credits, scholarship, and degrees should be addressed to Prof. Werner Neuse, 21 South Street, Middlebury, Vermont. Correspondence concerning rooms and fees should be addressed to Language Schools Office, Middlebury College, Middlebury, Vermont.

. . . the nearby Green Mountains . . .

Scuola Italiana



THE ITALIAN SCHOOL

(From June 30 to August 17)

The exigencies, both military and civic, created by the present global war, and the many and varied postwar opportunities for effective service in the task of reconstruction, direct special attention to the usefulness, indeed essential need, of a practical mastery of the spoken and written language of Italy. Moreover, because of the significant contribution of Italy to modern philosophy and science, the study of Italian has become a useful tool for scientific purposes, as well as for the pursuit of art, music, and literature.

In addition to meeting the demand for the new implementation of spoken Italian, it will continue to be a major aim of the Middlebury Italian School to help preserve in America, for the enrichment of our national life, those values of Italian culture which are the prized heritage of all mankind.

The Session of 1944 The Italian School of Middlebury College was founded in 1932 by Dr. Gabriella Bosano, Chairman of the Italian Department at Wellesley College. Her high scholarship, energy, and personal charm won immediate success for the school. Since her resignation in 1938, the school has been most fortunate to have as Director, Dr. Camillo Merlino, Professor of Romance Languages at Boston University, and a past President of the American Association of Teachers of Italian. Dr. Merlino is in personal charge of the organization and plans for the session of 1944.

He is pleased to announce the return, following a leave of absence, of Professor Teresa Carbonara of Barnard College, as well as the reappointment of Maestro Sandro Benelli and of Signorina Maria Vulcano. These together with the Director will constitute the teaching staff for 1944.

Besides general as well as specialized courses, purely cultural and professional in character, such as From Latin to Italian, Italian Folklore, The Teaching of Italian Folksongs, Dante, Contemporary Italian Literature, and Research, there will be offered five carefully graded courses with the exclusive objective of training in spoken and written Italian. These courses, chosen in relation to individual aptitudes and needs, and effectively pursued, will insure the greatest possible progress in the practical command of Italian in a setting of humanistic culture.

ITALIAN SCHOOL STAFF

CAMILLO PASCAL MERLINO, *Director.*

A.B., Harvard University, 1923; A.M., 1926; Ph.D., 1928; Rogers Traveling Fellow of Harvard University, 1926–27, (study in France, Italy, and Spain); Instructor in French and Italian, Hobart College, 1923–24; Instructor in Romance Languages and Tutor in the Division of Modern Languages, Harvard University, 1924–26 and Radcliffe College 1927–28; Instructor in French, University of California, 1928–29; Associate in Italian, Bryn Mawr College, 1929–30; Assistant Professor of Italian, University of Michigan, 1930–36; Associate Professor 1936–37; Associate Professor of Romance Languages, Boston University, 1937–38; Professor, 1938—; Convenor for Foreign Languages in the Army Specialized Training Program; Acting Director and Visiting Professor, Middlebury Italian Summer School, 1938; Director, 1939—.

Secretary-Treasurer of the American Association of Teachers of Italian, 1932–40; President, 1940; Member of the Executive Council of the National Federation of Modern Language Teachers and Vice-President for 1937; President of the Circolo Italiano di Boston, 1937—; Member of the Modern Language Association of America (Editorial Consultant, 1935—), Dante Society, American Association of University Professors, etc.

Publications: *The French Studies of Mario Equicola*, University of California Publications in Modern Philology, 1929; *A Bibliography of Italian Homage Volumes*, Italica, 1930; *References to Spanish Literature in Equicola's Natura de Amore*, Modern Philology, 1934; and other articles, as well as reviews and translations. Collaborator on the *Bibliografia Veneziana* for the R. Istituto Veneto di Scienze, Lettere ed Arti.

SANDRO BENELLI.

Pupil of Maestro Antonio Scontrino; diploma of "Alta Composizione," R. Conservatorio Luigi Cherubini, 1915; choir director of the Churches of S. Croce and S. Marco, Firenze, 1922–27; professor of Choral Music, R. Conservatorio Luigi Cherubini, Firenze, 1925; founder and director of the "Coro Fiorentino"; member of the Committees to Commemorate Dante Alighieri, 1921; William Byrd, 1923; Palestrina, 1925; founder and director in the United States of the Florentine Choir; choir director of the Church of Our Lady Queen of Martyrs, Forest Hills, N. Y., 1931—; director of the "Coro Folkloristico d'Italia," director of the Madrigal Singers, New York, 1931—director of the *Coro d'Italia News*, New York, 1935—; Lecturer on Education, New

York University, 1939–43; Special Instructor in Italian, Army Specialized Training Program, Clark University; Visiting Professor, Middlebury Italian Summer School, 1937; Instructor, 1938–44.

Composer of: *Oratorio Santo Francesco*, chamber music, and cantatas. Lecturer on musical subjects. Author of: *Le più belle canzoni italiane*; in preparation, *Canzoniere Italiano*; numerous articles on musical subjects in *Atlantica*, *Corriere d'America*, *Impero*; weekly radio program of "Italian Folk Songs."

SIGNORINA TERESA CARBONARA.

Born and educated in Italy; B.A., Barnard, 1920; M.A., Columbia University, 1921; completed residence requirements for Ph.D. at Columbia, 1925–29; Instructor in Latin and French, College of New Rochelle, 1921–1924; Instructor in Italian, Spence School, New York, 1924–1929; Instructor in Italian, Barnard College, 1929—; Lecturer on general topics of Italian culture; Middlebury Italian Summer School, 1936–42; 1944.

MARIA VULCANO.

A.B., Smith College, 1917; A.M., Trinity College (Hartford), 1936. Graduate study, Columbia Univ. Summer Session, 1926; Smith College Italian Summer School, 1929, 1930; Middlebury Italian Summer School, 1939. Summer travel in Italy, 1938; in South America, 1941.

Secretary to Chief of Italian Ministry of Food, New York, 1918–21; teacher in Elizabeth, New Jersey, 1921–23; teacher in Danbury High School, Danbury, Conn., 1923–31; teacher of Italian and French and Chairman of the Department of Italian, Hartford Public High School, Hartford, Conn., 1931—; Middlebury Italian Summer School, 1943, 1944.

Auxiliary Personnel

Signorina Elena Sacco, B.S., Secretary to the Director.
Signor Lorenzo Bongiovanni, Ed. M., Aide to the Director
Signorina Giuseppina Adamo, B.S., Assistant in the Bookstore.

. . . informal instruction in folk songs . . .

THE COURSES OF STUDY

A. Language

A. BEGINNERS' COURSE.

Grammar; drill in correct pronunciation; dictation; conversation. Reading of modern Italian short stories and plays.

This course is open only to students in the other Middlebury Schools who wish to begin the study of Italian. *It will not be open to members of the Italian School, and will not count for graduate credit.* (See page 6.) Hours to be arranged.

1. INTERMEDIATE GRAMMAR AND COMPOSITION.

A thorough review of Italian grammar. Constant oral and written practice, vocabulary building; free composition; translation. This course is intended for students who have a good elementary knowledge of the language; it aims to impart a reasonable degree of proficiency in the use of the fundamental principles of grammar.

Daily at 8:00.

2. ADVANCED COMPOSITION.

An *advanced* course for students possessing a good knowledge of Italian. It will consist of translations from English into Italian of a variety of texts of increasing difficulty. There will also be practice in original composition. Frequent reference will be made to grammar and syntax in the systematic study of idioms and synonyms.

Daily at 8:00. SIGNORINA VULCANO.

3. ORAL PRACTICE AND SELF-EXPRESSION.

Daily training in current Italian designed to help the student gain assurance in self-expression in the language. Word study, oral reports on concrete topics, and a systematic building up of the conversational vocabulary will be based on assigned topics and debates.

Daily at 9:00. SIGNORINA CARBONARA.

4. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Intensive training in oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

Daily at 11:00. SIGNORINA VULCANO.

5. ORAL STYLISTICS.

This course is designed to meet, through carefully planned exercises, the needs of those who have already acquired general proficiency in the spoken language. It aims to develop natural fluency through emphasizing the difference between what is merely correct and what is Italian.

Daily at 11:00. SIGNORINA CARBONARA.

6. FROM LATIN TO ITALIAN.

Through lectures and the analysis of texts, this course is designed to present in outline the historical development of present-day Italian with special emphasis on its

Italian School, 1943

phonology. Frequent reference will be made to the linguistic phenomena pertinent to the teaching of Italian as well as to cognate developments in the sister Romance languages.

Daily at 8:00. SIGNOR MERLINO.

7. (IDIOMATIC PROSE TRANSLATION.)

Omitted in 1944.

B. Literature and Civilization

11. (GENERAL VIEW OF ITALIAN LITERATURE).

Omitted in 1944.

12. ITALIAN FOLKLORE.

The principal regions of Italy will be studied through their folkloristic culture expressed in ethnic characteristics, legends and traditions, religion and art, customs and costumes, music and dances. The lectures will be appropriately illustrated.

Daily at 10:00. MAESTRO BENELLI.

13. DANTE AND HIS TIMES (*THE PURGATORIO*).

In the course of three summers, the *Divina Commedia* is read and analyzed in its entirety in the light of the literary, political, and religious ideals of the Middle Ages. In 1944 the *Purgatorio* will be the object of special study. This course may be taken for credit in three consecutive summers.

Daily at 9:00. SIGNOR MERLINO.

14. STUDIES IN CONTEMPORARY ITALIAN LITERATURE.

A survey of the trends and developments in the literary expression of modern and present day Italy through an intensive study of such outstanding writers as: Oriani, Pascoli, Ada Negri, Croce, Gentile, Papini and Pirandello.

Daily at 10:00. SIGNORINA CARBONARA.

15. (THE CORRELATION OF ITALIAN ART WITH MUSIC).

Omitted in 1944.

C. Problems and Methods

21. (CULTURAL CORRELATION FOR TEACHERS OF ITALIAN).

Omitted in 1944.

22. THE TEACHING OF ITALIAN FOLK SONGS.

The teaching of Italian folk songs of the various provinces of Italy, as a contribution to the phonetic training of the teacher and the student of Italian in the American high school. Daily choral singing.

Daily at 11:00. MAESTRO BENELLI.

24. ITALIAN CLUB ACTIVITIES.

Through a series of informal but carefully planned meetings, the various practical problems inherent in the organization and activities of the Circolo Italiano will be considered. Type programs will be presented with all necessary demonstration and ample opportunity will be offered for the free exchange of opinions and suggestions. (No academic credit is allowed for this course.)

Time of meetings to be arranged. SIGNOR MERLINO, with the collaboration of other members of the staff.

25. RESEARCH.

All students, especially candidates for the doctorate, who are working on a problem of literary or linguistic research, are invited to profit by the individual guidance offered by the school staff. Personal consultations will be arranged through the Director. Such assistance is gladly offered and students are urged to take advantage of it.

SIGNOR MERLINO,
with the collaboration of members of the staff.

Schedule of Classes

(Rooms to be announced.)

8:00	1	Intermediate Composition	
	2	Advanced Composition	SIGNORINA VULCANO
	6	From Latin to Italian	SIGNOR MERLINO
9:00	3	Oral Practice	SIGNORINA CARBONARA
	13	Dante and His Times	SIGNOR MERLINO
10:00	12	Italian Folklore	MAESTRO BENELLI
	14	Contemporary Literature	SIGNORINA CARBONARA
11:00	4	Advanced Oral Practice	SIGNORINA VULCANO
	5	Oral Stylistics	SIGNORINA CARBONARA
	22	Italian Folksongs	MAESTRO BENELLI

. . . and folk dances . . .

LIFE IN THE SCHOOL

Use of Italian The Middlebury idea of language learning requires for its effective execution a genuinely friendly atmosphere. This friendliness and spirit of happy cooperation is one of the most attractive features of the school. With it, the rule of *no English* soon loses its rigor, and the exclusive use of Italian becomes a pleasant challenge and discovery from day to day.

Italian Dormitories For the summer of 1944, two beautiful fraternity houses on the Middlebury College campus, Delta Kappa Epsilon and Sigma Phi Epsilon, providing excellent dormitory accommodations, will serve as headquarters for the Italian School. Equipped with attractive social rooms and surrounded by spacious lawns shaded by trees, these two houses, facing each other, lend themselves to the early development of an atmosphere of friendly informality so conducive to "oral practice" —one of the main features of the Middlebury experience. The Director and Mrs. Merlino will reside in Sigma Phi Epsilon, thus actively promoting the spirit of good fellowship and understanding in an Italian atmosphere.

The Italian Dining Room The attractive dining hall in Delta Kappa Epsilon will again be available to the Italian School. The hum of conversation in the dining room, which at times becomes a veritable din, is natural and spontaneous. Prompted and guided by understanding instructors who preside at each table, the students quickly overcome their linguistic shyness. In order to get better acquainted with one another and with all the instructors, students are required to rotate according to a fixed schedule.

Regularly enrolled students in the French School who have a knowledge of Italian may, with the permission of the Director, arrange to have some of their meals in the Italian dining room, if an exchange can be effected.

Activities The morning hours will be given over to class work, leaving the afternoon free for recreation and study. Students and teachers will meet frequently in the evening for readings, lectures, choral assemblies, and social gatherings. The school picnics, informal instruction in folk songs and folk dances, an Italian "Professor Quiz," the popular game of "bocce," and ample opportunity for hiking afford further pleasant relaxation. Furthermore, students of the Italian School are always cordially invited to attend the concerts of chamber music and other entertainments offered by the French School.

Credits Unless otherwise indicated, two credits or semester hours will be allowed for each course, and all except Course A count toward the Master's degree. (See also pages 6–7).

Note: Course 2 (Advanced Composition) may be taken twice for credit, as the material of the course varies each year. Course 13 (Dante) may be taken three times for credit, once on the *Inferno*, once on the *Purgatorio*, and once on the *Paradiso*. No other courses in the school may be repeated for credit.

General Information

The Session opens for registration on Friday, June 30, and classes begin Monday, July 3, at 8:00 a. m. (See also pages 9–10.)

Admission Students may enter without examination, and without being candidates for degrees. No student will be admitted unless his qualifications are approved by the Director, and the right is reserved to place students in classes best suited to them.

Registration As soon as possible after arriving on June 30, every student should register for courses with the Director. After arranging his program, he will be directed to the Registrar and Treasurer for general registration and the payment of fees. Upon receipt of admission cards from this department, students will be ready for classes. Late registration is subject to fine and will not be permitted after the first week. (See page 10.)

. . . choral assemblies . . .

Fees For complete information concerning fees, rules governing visitors and special registration, reservations, etc., see pages 10 and 11.

Scholarships For the summer of 1944, several scholarships are available. These will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before May fifteenth.

Grateful acknowledgement is made of the following special scholarships, made possible through the generosity of friends of the School:

Ten Bonomo Scholarships offered by Mr. and Mrs. Richard V. Bonomo of Edgewood, New Jersey.

Two Schimenti Scholarships offered by Mr. and Mrs. Gandolfo Schimenti of Forest Hills, New York.

The "Isabella Ricchini Memorial Scholarship" offered in loving memory of her mother by Dr. Gabriella Bosano.

The Thomas J. Quirk Circolo Italiano Scholarship offered for the fifth consecutive year by the Circolo Italiano of the Hartford (Conn.) Public High School.

The Sigma Iota Theta Sorority Scholarship offered for the fifth consecutive year by the Alpha Chapter of Hartford, Connecticut.

The Rochester Middlebury Scholarship given by a group of friends of the Middlebury Italian School.

. . . the school picnics . . .

Self Help Another important way in which students may assist in defraying their expenses is by waiting on table in the Italian dining room. All waiters or waitresses are students at the school who are able to use Italian exclusively in the dining room. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $125. Those interested should write for information and application blanks to the Dietitian, Middlebury College.

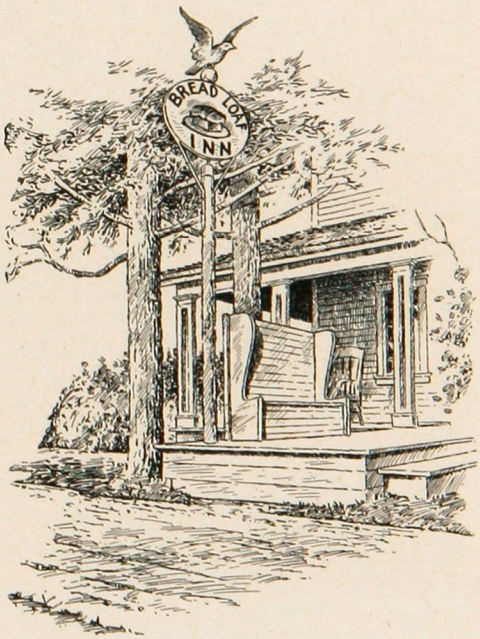
Books A well-balanced and constantly expanding collection of Italian books, housed in the College Library, amply provides for the needs of the students. In addition, text-books and other aids for the teaching of Italian will be available for examination.

In Sigma Phi Epsilon there is also an Italian bookshop at which students will be able to purchase the texts required for class work, as well as dictionaries and a variety of books of classic and modern Italian literature which should prove very interesting to all who experience enjoyment in the study of the language and culture of Italy.

Correspondence Correspondence concerning admission, credits, and choice of courses should be addressed to the Director of the Italian School, Dr. Camillo Merlino, Dept. of Romance Languages, Boston University, Boston, Massachusetts. Correspondence concerning transcripts should be addressed to The College Registrar, and concerning fees and rooms to the Office of the Language Schools, Middlebury College, Middlebury, Vermont.

. . . most charming of colleges . . .

Escuela Española



THE SPANISH SCHOOL

(June 24 to August 4)

The 1944 session of the Spanish School, directed by Juan A. Centeno of Middlebury College, will be held on the mountain campus of Middlebury College at Bread Loaf. The School will have the exclusive use of the Bread Loaf facilities for exactly six weeks—June 24th to August 4th—including registration and final examinations. The location of Bread Loaf, twelve miles from the village of Middlebury, makes it an ideal place to carry to perfection the central idea of the Middlebury Language Schools—the isolation of the student from all contact with English.

Since its foundation in 1917, the Spanish School has aimed to serve as a center of formation and orientation for teachers and students of Spanish and has offered a program of studies planned to train and qualify its students. As in previous years, the courses of 1944 are entrusted to a select group of experienced native teachers.

Tomás Navarro Tomás, the authority in Spanish phonetics, will return this summer to offer his course on the Spanish language in America. Professor Navarro Tomás will also incorporate his scientific investigations on Spanish intonation to the course of Phonetics. In the field of Spanish literature Joaquín Casalduero will continue in charge of the cycle of classical studies and will present a course on the novel of Galdós; Jorge Guillén will repeat his general course of Spanish literature and offer a more specialized course on contemporary Spanish letters. Courses in Spanish American literature will be taught by Mariano Picón-Salas, distinguished Venezuelan author and a former professor at the University of Chile, and Enrique Anderson Imbert of the University of Tucumán. The latter will present a course on the great figures in Spanish American literature. The School welcomes the return of Camila Henríquez-Ureña who will be in charge of the course on methods of teaching Spanish. Richard Pattee will also return this summer to conduct the lecture series on Contemporary Hispanic America with the participation of specially invited guests.

A visiting professor from Spanish American will be sent to the Spanish School this summer by the Department of State through the Division of Cultural Relations.

THE SPANISH SCHOOL STAFF

JUAN A. CENTENO, *Director.*

A. B., Instituto de San Isidro, Madrid, 1920; M. D., University of Madrid, 1927; Graduate Fellow, University of Wisconsin, 1927–28; Instructor of Spanish, University of Oregon, 1928–29; Instructor of Spanish, University of Syracuse, 1929–30; Instructor of Spanish, Middlebury Spanish School, 1929–30–31; Associate Professor of Spanish, Middlebury College, 1931–32; Professor of Spanish, Middlebury College, 1933—.

CONCHA DE ALBORNOZ.

Licenciada en Filosofía y Letras, University of Madrid, 1922; Professor of Spanish Language and Literature, Instituto Antonio de Nebrija of Madrid, 1933–36; Professor of Spanish Language and Literature, University of Salonika, 1938; Professor of Spanish Language and Literature, Escuela Libre of Havana, 1939; Professor of Spanish Language and Literature, Instituto Luis Vives of Mexico City, 1940–41; Instructor, Mount Holyoke College, 1941—; Middlebury Spanish School, 1942, 1944.

ENRIQUE ANDERSON IMBERT

Profesor en Letras, Facultad de Filosofía y Letras, National University of Buenos Aires, 1939; Professor of Contemporary Literature and Argentine Literature, Facultad de Filosofía y Letras, National University of Tucumán, 1940; Director of Institute of Hispano-American Literature, National University of Tucumán; Specialized in stylistic analysis at the Instituto de Filología, National University of Buenos Aires; Guggenheim Fellowship for study in the United States, 1943—; Visiting Lecturer, Smith College, 1943—; Middlebury Spanish School, 1944.

Author of: *Vigilia* (novel), Buenos Aires, 1934; *La flecha en el aire* (essays) Buenos Aires, 1937; *El mentir de las estrellas* (short stories) Buenos Aires, 1940; *Tres novelas de Payró con pícaros en tres miras* (criticism).

Frequent contributor to the Buenos Aires daily *La Nación* and the Argentine literary review *SUR*.

CONCHA BRETÓN.

Colegio Internacional, Barcelona; Instituto General y Técnico, Barcelona, A.B.; Middlebury College, A.M.; Instructor, Colegio Internacional, Barcelona, 1921–23; Instructor, Wellesley College, 1924–25; Instructor, National Park Seminary, 1925–26; Middlebury Spanish School, 1926; Penn Hall Junior College, 1926–42; Wellesley College, 1942—; Middlebury Spanish School, since 1940.

ELVIRA CALLE

B.A., Instituto Pedagógico Nacional de Colombia, 1937; Licenciada, Escuela Normal Superior, Colombia, 1941; Assistant, Spanish Department, Mount Holyoke College, 1941—; Middlebury Spanish School, 1944.

ANA MARIA CARNER

B.A., Instituto Salmerón, Barcelona, 1935; Certificate of proficiency in English, Cambridge University, 1938; Graduate studies, Wellesley College, 1939–1940; Graduate studies, University of Wisconsin, 1942–43; Instructor of Spanish, University of Iowa, 1940–1942; Assistant, University of Wisconsin, 1942–43; Instructor of Spanish, Middlebury College, 1943—; Middlebury Spanish School, 1944.

JOAQUIN CASALDUERO.

Licenciado en Filosofía y Letras, University of Madrid, 1923; Doctor en Filosofía y Letras, University of Madrid, 1927. Has taught Spanish literature at the University of Strasbourg, 1925–27; University of Marburg, 1927–29; University of Cambridge, 1930; Guest Lecturer at the University of Oxford, 1931; Assistant Professor, Smith College, 1931–38; Associate Professor, Smith College, 1938–44; Professor, Smith College, 1944—; Middlebury Spanish School, 1932–33, and since 1935.

Author of articles dealing with Tirso de Molina, Unamuno, Ganivet, Galdós, Cervantes and Bécquer published in *Die Neueren Sprachen, Revista Síntesis, Bulletin Hispanique, Revista de Filología Española, Cruz y Raya, P. M. L. A., Universidad de Antioquía, Revista de Filología Hispánica,* and *Essays in Honor of President William Allan Neilson; Contribución al estudio del tema de Don Juan en el teatro español; Vida y Obra de Galdós.*

ELISA CURTIS-GUAJARDO.

University of Chile, Santiago; A.B., University of Illinois, 1919; A.M., University of Wisconsin, 1926. In 1917 commissioned by the Chilean government to study the teaching of Modern Languages in the United States. Assistant, University of Illinois, 1919–1921; Instructor, Grinnell College, 1921–1923; Assistant Professor, Grinnell College, 1923–1936; University of Wisconsin, summer 1926; Boston, State Department of Education, 1936–40; Spanish Department, Cedar Crest College, 1940–43; Connecticut College for Women, 1943—; Middlebury Spanish School, since 1940.

MARIA DÍEZ DE OÑATE.

Licenciada en Filosofía y Letras, University of Madrid. Diploma in Piano, Conservatory of Madrid. Instructor of Spanish, Middlebury College, 1920–22; Instructor, Vassar College, 1922–24; in charge of classes of Spanish Language and Literature for Foreign Students, Residencia de Señoritas, Madrid, 1924–26; Assistant Professor, Vassar College, 1926–27; Professor at the Instituto de Segunda Enseñanza, Salamanca, 1931–36; Instructor, Bennington College, 1937; Instructor, Pine Manor Junior College, 1937–42; Instructor, New Jersey College for Women, 1942—; Middlebury Spanish School, 1942—.

Author of: *Cancionero Español,* The Vermont Printing Company, 1924.

SALVADOR DINAMARCA.

Graduate of the University of Chile, 1928; A.M., Harvard University, 1936; Vice-Consul of Chile, Philadelphia, 1928–30; Consul, Baltimore, 1930–34; Consul, Boston, 1934–38. Instructor of Spanish, St. Joseph's College, 1928–30; Instructor of Spanish, Harvard University, 1930–37; Instructor of Romance Languages, Brooklyn College, 1937—; Middlebury Spanish School, 1936–41, 1943—.

Author of: *La obra educacional del Dr. Puga Borne; Frecuencia relativa del lenguaje periodístico de Chile.* Also articles in: *Revista Hispánica Moderna, Anales de la Universidad de Chile, Hispania, Atenea* and *El Mercurio.*

ISABEL GARCIA-LORCA.

A.B., Instituto Nacional, Granada, 1929; Licenciada en Filosofía y Letras, University of Madrid, 1934; Assistant, Instituto-Escuela, Madrid, 1934–36; Instructor of Spanish, New Jersey College for Women, 1939–42; Instructor of Spanish, Hunter College, 1942—; Middlebury Spanish School, 1942—.

JORGE GUILLÉN.

Licenciado en Letras, University of Granada, 1913; Doctor en Letras, University of Madrid, 1925; Lector of Spanish, University of Paris, 1917–1923; Professor of Spanish Literature, University of Murcia, 1926–1929; Professor in the Summer Course for Foreign Students, Madrid, 1929; Lector of Spanish, University of Oxford, 1929–1931; Professor of Spanish Literature, University of Seville, 1931—; Professor of Spanish Literature, International University of Santander, 1933–1934–1935; Visiting Professor, Middlebury College, 1938–39; Associate Professor, McGill University, 1939–40; Visiting Professor, Middlebury Spanish School, 1939, 1940; Visiting Professor, Wellesley College, 1940—; Middlebury Spanish School, 1941, 1943—.

Has lectured extensively at American and European universities.

Author of: *Notas para una edición de Góngora; Cienfuegos* (A biographical and critical study); *Cántico*, 1928; *Ardor; El Cementerio Marino* by Paul Valéry, Spanish version; *Cántico*, Second augmented edition, 1936; *Cantar de Cantares* of Fray Luis de León, (Critical edition).

Contributor to the principal Spanish literary reviews since 1920; *La Libertad, España, La Pluma, Índice, Revista de Occidente, Litoral, Mediodía, Carmen, Héroe, Los Cuatro Vientos,* etc. Has been translated into English, German, French and Italian.

CAMILA HENRIQUEZ-URENA.

A.M., University of Minnesota, 1920; Doctora en Filosofía y Letras, University of Havana, 1926; Doctora en Pedagogía, University of Havana, 1927; Instructor of Spanish, University of Minnesota, 1928–1930; Professor of Spanish Language and Literature, Normal School of Oriente, Cuba, 1930–37; Instituto de Matanzas, Cuba, 1937–40; University of Havana, 1941; Visiting Professor, Vassar College, 1942—. Middlebury Spanish School, 1942–1944.

Guest lecturer at colleges and universities in Santo Domingo, Cuba, Mexico, Argentine, and the United States of America.

Author of: *Ideas de Eugenio M. de Hostos; Dante, poeta y filósofo; La obra de Federico Mistral; Dos poemas sobre el indio americano: Hiawatha y Tabaré; Delmira Agustini: ensayo de interpretación; El lirismo de Lope de Vega; Los Heredia; La ideología literaria de Proust; Función social de la poesía.*

JOAQUINA NAVARRO.

B.A., Instituto-Escuela, Madrid, 1934. Student of the Faculty of Letters, University of Madrid, 1935–36. Student of French Language and Literature, Alliance Française, Paris, 1938–39. M.A., Columbia University, 1942. Instructor of Spanish, Smith College, 1943—; Middlebury Spanish School, 1943—.

TOMÁS NAVARRO TOMÁS.

Licenciado en Letras, University of Madrid, 1904. Doctor en Letras, University of Madrid, 1905. Traveling fellow of Junta para Ampliación de Estudios, Madrid, to study the Spanish dialects of Aragón, 1907, and Zamora, 1911, and to complete studies of Phonetics and Linguistic Geography in France and Germany, 1912–1914.

Professor of the Centro de Estudios Históricos, Madrid, 1914–1936. Director of the Courses for Foreign Students, Madrid, 1916–1923. Lecturer in the University of Puerto Rico, 1925. Professor in the Summer Session of Stanford University, California, 1927. Lectured extensively in American universities during 1927. Visiting Professor in the University of Puerto Rico, 1927–1928. Director of the Linguistic Atlas of the Iberian Peninsula, 1930–1936. Founder of the Archivo de la Palabra in the Centro de Estudios Históricos, Madrid, 1930.

Professor of Spanish Phonetics in the University of Madrid, 1931–1936. Member of the Spanish Academy, 1934. Lecturer in the Institut d'Etudes Hispaniques, Paris, 1935. Director of the National Library, 1936. Vice-President of the Junta Central del Tesoro Artístico, 1936. President of the Council of Spanish Libraries, 1937. Vice-President of the Central Committee of Spanish Academies, 1938.

Visiting Professor in Columbia University, 1939. Professor of Spanish Philology in Columbia University, 1940. Litt. D., Middlebury College, 1940. Director of Studies and Publications in the Hispanic Institute, New York, 1940. Visiting Professor, Middlebury Spanish School, 1941, 1943.

Author of: *Pensión al Alto Aragón*, Madrid, 1907; commentated edition of *Las Moradas de Santa Teresa de Jesús*, Madrid, 1911; commentated edition of *Poesías de Garcilaso de la Vega*, Madrid, 1912; *Manual de pronunciación española*, Madrid, 1918; *Pronunciación guipuzcoana*, Madrid, 1925; *A Primer of Spanish Pronunciation* (with the collaboration of Professor A. M. Espinosa), Benj. H. Sanborn and Co., 1926; *Impresiones sobre el estudio lingüístico de Puerto Rico*, Puerto Rico, 1928; *Compendio de ortología española*, Madrid, 1928; *El idioma español en el cine parlante*, Madrid, 1930; *El acento castellano*, Madrid, 1935, and regular collaboration in the *Revista de Filología Española*, Madrid, and *Revista de Filología Hispánica*, Buenos Aires-New York.

SOFÍA NOVOA.

A.M., Conservatory of Madrid; Graduate work at Conservatory of Lisbon; École Normale de Musique, Paris; Columbia University and Middlebury College. Instructor of Music and Spanish Folklore, Escuela Internacional, Madrid, 1930–32; Instituto-Escuela, Madrid, 1930–36; Instructor, Barnard College, 1938–40; Dalton School of New York, 1940–42; Vassar College, 1942—; Middlebury Spanish School, since 1941.

Author of *Cantares Españoles*, Gessler Publishing Company.

RICHARD PATTEE.

A.B., University of Arizona, 1926; A.M., Catholic University of America, 1927; Graduate Work, Universidade de Coimbra (Portugal), 1928, and Université de Louvain (Belgium), 1931–32. Instructor in History and Political Sciences, University of Puerto Rico, 1927–31; Assistant Professor of History, University of Puerto Rico, 1932–37. Member, Faculty of Eleventh Seminar to Mexico of the Committee on Cultural Relations with Latin America, 1936. Senior Division Assistant, Division of Cultural Relations, Department of State, 1938—; Lecturer in Hispanic American

culture, Catholic University of America, 1939; Lecturer in Hispanic American civilization, Columbia University, 1941, 1942; Middlebury Spanish School, 1939, 1942—.

Author of articles and monographs in *Revista Bimestre Cubana, Revista da Sociedade de Geographia de Lisboa, A Ordem* (Rio de Janeiro), *Hispanic American Historical Review, The Commonweal, American Catholic Historical Review*, etc. *The Negro in Brazil* (translated from the Portuguese of Arthus Ramos) and *Introducción a la historia de Europa en el siglo XIX* (with Arturo Morales Carrión).

MARIANO PICÓN-SALAS.

Ph.D., University of Chile, 1928; Professor of Literature, University of Chile, 1929–36; Professor of History of Art, University of Chile, 1929–36; Superintendent of Education, Venezuela, 1936; Director of Culture, Ministry of Education, Venezuela, 1938–40; Director of the National Office of Publications of Venezuela, 1940–42; Professor of Literature, Aesthetics, and History of Art, Escuela de Artes Plásticas, Venezuela, 1938–1942. Has traveled extensively in Chile, Peru, Argentina; in Europe, 1937–38; in the United States, 1939–40; in México, 1942. Invited by the Division of Cultural Relations, U.S. Department of State, to visit universities of the United States, 1942; Visiting Professor, Smith College, 1942–1943; Columbia University, 1943–1944; Middlebury Spanish School, 1943.

Author of: *Intuición de Chile y otros ensayos; Imágenes de Chile* (Antología histórica); *Preguntas a Europa; Cinco discursos sobre pasado y presente de la nación venezolana; Formación y proceso de la literatura venezolana; Mundo Imaginario; Odisea de Tierra Firme; Registro de Huéspedes; Un viaje y seis retratos; Viaje al Amanecer*, etc. Has edited various volumes of *La Biblioteca venezolana de Cultura.*

MARINA ROMERO.

Diploma from Instituto-Escuela, Madrid, 1926; A.B., Normal School, University of Madrid, 1931; A.M., Mills College, 1937; Smith College Fellowship, 1935–36; Spanish Government Fellowship, 1935–36; Instructor, Instituto-Escuela, Madrid, 1930–35; Instructor of Spanish, Mills College, 1936–38; Instructor, 1938–43, Assistant Professor 1943—, New Jersey College for Women; Middlebury Spanish School, 1943—.

Author of a book of poems and of articles and poems published in Spanish and Mexican reviews.

MANUEL SALAS.

A.B., Instituto Cardenal Cisneros, Madrid, 1916; Spanish language and literature studies, Centro de Estudios Históricos, Madrid, 1916–1917; Licenciado en Derecho, University of Madrid, 1922; Doctor en Derecho, University of Madrid, 1933; Instructor of Spanish, Culver Military Academy, 1927–1929; Middlebury Spanish School, 1928, 1929; Assistant Professor, New Jersey College for Women, 1929–34; Associate Professor, Head of Spanish Department, New Jersey College for Women, 1934–43; Professor, Head of Spanish Department, New Jersey College for Women, 1943—; Middlebury Spanish School, 1943—.

Author of: *Pequeña Antología*, F. C. Crofts; *Reunión en México* (with Augusto Centeno), The Dryden Press; *Spanish Grammar and Reader* (with Wm. F. Giese), The Dryden Press; editor of *Sonata de Primavera*, The Dryden Press.

Spanish School Staff, 1943

First row: Sr. Casalduero, Sr. Pattee, Sra. de Guillén, Sr. Salinas, Sra. de Centeno, Sr. Navarro Tomás, Sr. Centeno, Sr. Samper Ortega, Sra. de Casalduero, Sr. Picón-Salas, Sr. Gerchunoff, Sr. Guillén.

Second row: Sr. López-Rey, Srta. Oliva-Salaverry, Sr. Fernández, Srta. Bretón, Srta. Curtis-Guajardo, Srta. Navarro, Sr. Dickmann, Srta. Díez de Oñate, Srta. Novoa, Sr. Serpa, Srta. Romero, Sr. Dinamarca, Sra. de Salas, Sr. Salas, Sr. Holmes, Sra. de Holmes.

Third row: Srta. Goodrich, Srta. López, Srta. Salinas, Srta. García-Lorca, Srta. Concha Zulueta, Srta. Bartels, Srta. Sylvia, Srta. de Madariaga, Sr. Ortíz, Srta. Carmen Zulueta, Srta. Calle, Srta. Prados, Srta. Gaete.

THE COURSES OF STUDY

The courses of the Middlebury Spanish School are planned for teachers of Spanish and students who have acquired some proficiency in the language. With the exception of certain basic courses, which are offered every summer, the program changes yearly in a cyclic form, giving the student an opportunity to cover throughly in a period of four years, the fundamental phases of Spanish thought and letters.

In order to coordinate better the program of studies, the courses have been arranged in groups. Candidates for an advanced degree will be required to take at least one course in each group in fulfilling their residence requirements.

I. LANGUAGE

A. BEGINNERS' COURSE.

The fundamentals of Spanish grammar; drill in correct pronunciation; dictation; conversation; reading of modern short stories and plays.

This course will be given on the Middlebury campus to students in the other Middlebury schools who wish to begin the study of Spanish. *It is not open to members of the Spanish School, and will not count for graduate credit.* (See page 6).

Hours to be arranged.

B. REVIEW GRAMMAR.

A thorough and systematic review of Spanish grammar, syntax, and basic vocabulary; constant oral and written practice. This course is intended for students who have only an incomplete mastery of the language and who would be incapable of the intensive work required in Course 2.

This course will not count for graduate credit.

Daily at 8:30 and 9:30. SRTA. OÑATE.

C. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who are unaccustomed to hearing or speaking Spanish although they may have an extensive "passive" vocabulary. Particular care will be given to developing self-confidence in the individual student through the constant use of the elements of everyday speech. The aim of this course is to provide the student with a basic "active" vocabulary with which he can converse correctly and without hesitation.

This course will not count for graduate credit.

Daily at 8:30, 9:30, 10:30, 11:30. SRTA. Calle, SRTA. NOVOA. SRTA. GARCÍA-LORCA,

D. TRAINING IN PRONUNCIATION.

In the classes of this course, which will be divided into small sections, each student will practice daily exercises in pronunciation under the personal direction of the teacher. These classroom exercises, both graduated and methodical, will be supplemented by criticism and analysis of phonograph recordings to be made by each student.

This course will not count for graduate credit.

Daily at 8:30, 9:30, 10:30, 11:30. SRTA. NAVARRO, SR. DINAMARCA.

1. ORAL WORK AND SELF-EXPRESSION IN SPANISH.

Intensive training in current Spanish designed to have the student gain assurance in self-expression in the language. Word study, oral repoits on concrete topics, and a systematic building up of the conversational vocabulary will be based on readings of contemporary writers.

Daily at 8:30, 9:30, 10:30, 11:30. SRTA. BRETÓN, SRA. DE ALBORNOZ, SRTA. ROMERO.

Reference text: Each student should provide himself with an all-Spanish dictionary.

2. ADVANCED GRAMMAR.

The aim of this course is to review systematically the fundamental principles of grammar and to train the student in the use of idiomatic Spanish. The work is essentially practical and consists chiefly of drill in oral and written sentence structure. Abundant practice is provided in writing idiomatic Spanish and in the practical application of grammatical principles. SRTA. CURTIS-GUAJARDO,

Daily at 8:30, 9:30, 10:30, 11:30. SRTA. CARNER.

Text: Tarr and Centeno, *A Graded Spanish Review Grammar with Composition*, (Croft and Company).

3. ADVANCED COMPOSITION.

This course is intended for persons who have mastered the fundamentals of Spanish. It will comprise the discussion of Spanish style and the application of grammatical principles. A good part of the course will be devoted to the translation from English into Spanish of texts of increasing difficulty and to a thorough analysis of free compositions.

Daily at 10:30, 11:30. SR. SALAS.

4. PHONETICS AND INTONATION OF THE SPANISH LANGUAGE.

The first part of this course will be devoted to the study of the Spanish sounds and will include the principal questions relative to the pronunciation of the Spanish language in Spain and in Hispanic America. The second part will deal with the peculiar forms used by the Spanish language in the field of the inflection of the phrase, as an essential basis for the knowledge of the accent of this language. Students who have completed a course in phonetics may take the second half of this course for one credit

Daily at 9:30. SR. NAVARRO TOMÁS.

7. STYLISTICS.

This course will present the main characteristics of the Spanish language from the psychological and cultural points of view as well as from a grammatical approach. Part of the course will be devoted to special practice of literary expression by means of composition and translation. The stylistic analysis will be based on the study of passages from the works of Cervantes, Góngora, Quevedo, Larra, Unamuno, Azorín, R. Darío, A. Machado, J. R. Jiménez, and García Lorca.

Daily at 10:30. SRTA. HENRÍQUEZ-UREÑA.

9. THE SPANISH LANGUAGE IN AMERICA.

Within the fundamental unity of hispanic language and culture, the American countries of Spanish tradition offer special traits that are reflected in the literary language and in the languages of the common peoples. The present course is dedicated to the study of these facts keeping in mind the forms of colonization, the contact with the

Indian languages, the origin of the colonists and immigrants, the social conditions of American life and the circumstances of the cultural and political development of these countries.

Daily at 8:30. Sr. Navarro Tomás.

II. Methods

10. METHODS OF TEACHING SPANISH.

The purpose of this course is to offer practical solutions to the common problems encountered by teachers of Spanish in their classroom work. Among other activities this course will comprise discussions of syntactical problems, vocabulary, special aspects of the language in Spanish America, idioms, cultural contents of the Spanish curriculum, teaching aims, teaching devices, preparation of examinations, outside reading problems, and bibliographical sources.

Daily at 11:30. Srta. Henríquez-Ureña.

III. Literature and Civilization

14. SOCIAL, CULTURAL AND INSTITUTIONAL EVOLUTION OF HISPANIC AMERICA.

A general course covering the essential cultural characteristics of the Hispanic American republics since independence. Particular attention will be given to the development of institutions, the mode of life, the social and political structure, and the evaluation of the nature of the civilization in this area.

Daily 11:30. Sr. Pattee.

20 THE DEVELOPMENT OF SPANISH LITERATURE.

This course will give the student a clear and complete view of Spanish literature rather than a list of names and dates. Its aim is to distinguish and classify the principal directions of Spanish literature from its origins to our time (1140–1940).

Daily at 10:30. Sr. Guillén.

21. LYRIC POETRY OF THE 16TH AND 17TH CENTURIES.

The purpose of this course is to give the student a complete vision of the poetical world of the Renaissance and the Baroque periods. A study of the personality and significance of the most representative poets—Boscán, Garcilaso de la Vega, Fray Luis de León, Herrera, Lope de Vega, Góngora and Quevedo—of both periods.

Daily at 8:30. Sr. Casalduero.

24. CONTEMPORARY SPANISH LITERATURE.

The themes and forms which have characterized Spanish literature during the first forty years of the twentieth century will be studied in their general development though they will constitute only the "landscape" or literary atmosphere surrounding the principal writers, selected for their personal interest as well as for their representative value—Unamuno, Baroja, Benavente, Antonio Machado etc.

Daily at 11:30. Sr. Guillén.

28. PÉREZ GALDÓS AND THE NOVEL OF THE 19th CENTURY.

Through a detailed analysis of the most significant works of Pérez Galdós, this course will present the unfolding of the Spanish novel during the latter third of the nineteenth century.

Daily at 9:30. Sr. Casalduero.

30. THE NOVEL IN SPANISH AMERICA.

The development of Spanish American literature will be shown by a study of the aesthetic tendencies, countries and creative personalities in the novelistic gender. This course will be devoted to the technical analysis of a group of representative novels.

Daily at 9:30. SR. ANDERSON IMBERT.

31. FUNDAMENTALS OF SPANISH AMERICAN LITERARY HISTORY.

The purpose of this course is to present an introduction to the literary history of Hispano-America. The following topics, among others, will be developed: Indian nature and sensibility; Renaissance forms in the 16th century; *el mestizaje*; the Baroque period; Jesuit humanism of the 18th century, the beginning of Encyclopedism; revolutionary thought and the precursors of Independence; the Romantic period; cosmopolitanism and nationalism in Hispano-American culture of the 19th century; contemporary intellectual and artistic tendencies.

Daily at 11:30. SR. PICÓN-SALAS.

33. CONTEMPORARY SPANISH AMERICAN LITERATURE.

A survey of the trends and developments in the literary expression of present day Spanish America. Attention will be devoted to the various genders, the social and historical influences and the salient characteristics of the literature as a whole. The course will include a broad analysis of what Spanish American literature means to-day and its tendencies rather than a detailed country-by-country account of literary figures and their works.

Daily at 10:30. SR. PICÓN-SALAS.

36. GREAT FIGURES OF SPANISH AMERICAN LITERATURE.

Since each literary figure will be studied in historical perspective, this course will serve indirectly as an outline of Spanish American literature from neo-classicism to modernism. Emphasis will be given to originality in the artistic creation of each author rather than to literary history. Particular importance will be given to stylistic analysis in the principal works of Andrés Bello, Domingo Sarmiento, Juan Montalvo, Rubén Darío, and José Enrique Rodó.

Daily at 8:30. SR. ANDERSON IMBERT.

CONTEMPORARY HISPANIC AMERICA.

A series of lectures and discussions of the present day problems of the Hispanic American nations in terms of the impact of the war on society, economic life, and international relations. The principal emphasis will be on the profound changes taking place in these republics and the manner in which they are meeting the challenge of the present day.

Guests who are outstanding in the fields of literature, history, education, and politics will take part in this course.

No academic credit is allowed for this course.

Tuesday and Thursday evenings. SR. PATTEE.

FOLK SONGS AND DANCES OF SPAIN AND SPANISH AMERICA.

The different songs, dances and games from various regions of Spain and the countries of Spanish America will be taught and interpreted in this course. The students will

learn how to accompany the songs and dances with their corresponding typical instruments. Detailed explanations and descriptions of the costumes required in the different dances will also be furnished. Advice will be given concerning the most advantageous use of folklore material in stimulating interest in classroom work and its direct application to Spanish Club activities.

With the material learned in this course the students present a program at the end of the session.

No academic credit is allowed for this course.

Monday, Wednesday and Friday at 3:30. SRTA. NOVOA.

Reading Lists A detailed list of texts and required reading for all courses will be furnished on request to the Director.

Credits Two credits or semester hours will be allowed for each daily course. (See *Credits* on pages 6–7). Course 1 may, with the consent of the Director, be taken a second summer for credit, since the material of this course is varied each year.

Phonetics Center The scientific equipment for the study of pronunciation is assembled in a coordinated unit in Bridgman cottage, and is known as the Phonetics Center. Separate rooms are equipped with electric phonographs where students may study recordings of their own speech or the set of pronunciation records especially recorded for the Spanish School by Professor Tomás Navarro. An assistant will be in charge of the Phonetics Center which will be open every morning and afternoon.

Books In Treman cottage is located the *Librería* of the Spanish School which is open every afternoon from 2 to 5. Here students may secure textbooks for all courses, whether published in this country or abroad. On sale also are a variety of recently published Spanish books and the set of pronunciation records. The bookstore is a congenial corner of the School and it is the custom of the students and faculty to visit it frequently.

Library One of the newest and most attractive buildings at Bread Loaf is the library. The second floor is reserved as a study room and is furnished with individual study tables to accommodate some thirty students. The main floor has the charm of a private study—large fire place, and comfortable chairs—with all necessary reference books, encyclopedias, dictionaries, Spanish language periodicals, and books of general interest lining the walls. Here, too, are found the newly acquired books of the past year. The Spanish library is constantly increased by extensive purchases as well as by gifts from individuals and institutions. The entire Spanish library cannot be transported to Bread Loaf but any book not on hand may be secured on call within twenty-four hours.

. . . a shaded avenue . . .

LIFE IN THE SCHOOL

Use of Spanish The only language used in the school is Spanish; therefore, *no student will be admitted to the school unless he is able and willing to use only Spanish while in attendance.* Each student is required to *pledge his word of honor* to observe this rule of no English. The Director reserves the right to dismiss students who willfully break this rule.

Location Bread Loaf is named after a mountain, the fifth highest in the state, in the heart of one of the most beautiful sections of Vermont. It is situated on a plateau above the foothills of the Green Mountains, near the base of the highest range, at an elevation of about 1,500 feet above sea level. Originally a typical rural Inn, Bread Loaf is today the mountain campus of Middlebury College. The Inn, which with its cottages accommodates all members of the School, is a picturesque, rambling structure, almost a century old, with quaint additions, open fireplaces, and cozy parlors. This old hostelry, made famous by Joseph Battell and bequeathed by him to Middlebury College, forms a little community quite apart from any village, but easily accessible over good country roads. Recently, several new buildings have been added to the equipment of the campus.

Living Accommodations Students will be lodged in the Inn or in one of the many cottages located nearby. A shaded avenue extends along the Bread Loaf campus and on both sides are located the separate cottages, all within a five minutes walk of the Inn. They vary in size and in accommodations but most of them have a comfortable living room with an open fireplace. Every cottage has a splendid view of restful countryside and wooded hills. Most rooms are double, though there are a few single rooms,

and some have a private bath. The total fee of the student is governed by the type of room selected. Each residence is under the supervision of one of the native instructors. Students may feel that they are amply protected in case of emergency for there is a graduate nurse on regular duty at Bread Loaf.

Residence Awards for Spanish-American Students For the past few years a number of special residence awards have been granted to Spanish American students unable to return to their homes during the short summer holiday. Those receiving awards in 1943 were: Elvira Calle of Colombia, Elsa Gaete of Chile, Ada López of Cuba, and Jorge Ortíz of Uruguay.

Similar awards will be made for the 1944 session and any Spanish American student officially enrolled in a college or university in the United States is eligible. Application should be made to the Institute of International Education, 2 West 45th Street, New York City, through which the awards are made.

Spanish Dining Room All members of the School take their meals in the large dining room of the Main Inn—a pleasant, coolly decorated room which has been completely sound proofed. The conversation at meal hours is natural and spontaneous, for students quickly forget their shyness of a foreign language when guided by understanding instructors. In order that students may get better acquainted with each other and with the various instructors, they are required to change tables according to a system of rotation.

Activities The activities outside of the recitation room constitute an important feature of the life of the student while attending the Spanish School. These activities are designed not merely to furnish entertainment and relaxation, but also to give the student an opportunity to become better acquainted with various manifestations of Spanish customs and life.

Weekly programs are posted at the beginning of each week and are planned so as not to interfere with the student's study and relaxation. These short programs include the following subjects: dance or musical recitals; dramatic or literary entertainments; readings, or informal discussions; Spanish games; folk songs and dances; and moving pictures.

A series of informal lectures and conferences by faculty members and distinguished writers and professors who visit Bread Loaf furnish an exceptionally stimulating feature of the life of the School.

Out-of-doors activities of varied nature offer an unusual opportunity for students at Bread Loaf to combine in a most delightful manner earnest study with health-building recreation. The situation of the Inn on the very edge of Battell Forest, which consists of over 30,000 acres of wooded mountain land, furnishes an almost unparalleled opportunity for hiking. The Long Trail, a scenic woodland path that leads along the summit of the Green Mountains, lies only a short walk from the campus. Students using the trails are earnestly requested not to go alone under any circumstances. The School can accept no responsibility for the safety of anyone disregarding this notice.

Because of the altitude, the summers at Bread Loaf are often very cool. Students should therefore provide themselves with warm clothing. Three tennis courts are provided for the use of members of the School at a season rate of two dollars. Carefully chosen saddle horses will be available at reasonable rates. Trout fishing in the privately owned brooks of Middlebury College is also popular. Deck golf, volleyball, darts, pingpong, croquet, and badminton are games frequently played by members of the School.

One of the gathering places of the School is the *Centro de Recreo* where a wing of the original barn has been converted into a huge room. Here an immense fireplace, comfortable chairs, and good company stimulate frequent *tertulias*. At one side of the room is a bar serving light refreshments

Spanish School Play

at fixed hours each evening. A piano, a victrola with an extensive collection of Spanish records, tables for bridge, and many Spanish reviews and periodicals add to the enjoyment of this center.

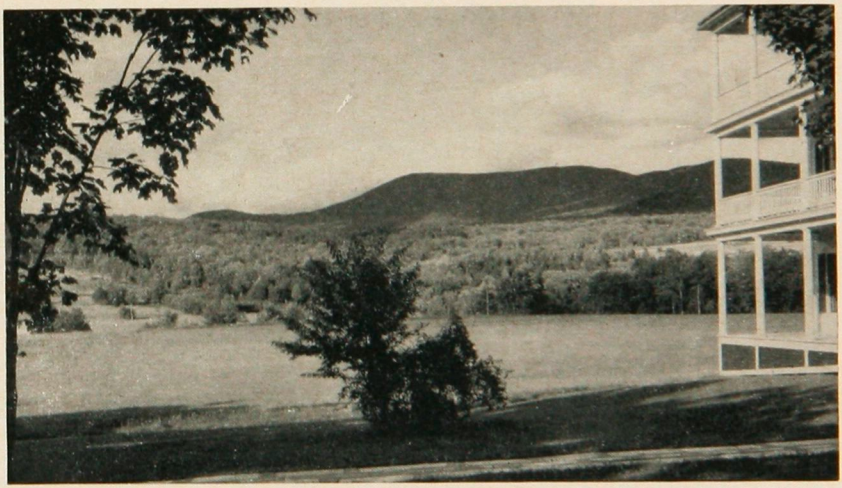
Arrival For students arriving in Middlebury by train or bus during the registration period, transportation to Bread Loaf will be furnished without charge. At all other times, transportation by taxi between Bread Loaf and Middlebury, the nearest village, costs approximately $5.00 round trip. This fee may be divided among persons making the trip. Beginning Saturday morning, June 24, students will be met in Middlebury by a Spanish School representative who will direct them to taxis. Baggage which arrives on or before June 26 will be transported free of charge from Middlebury to Bread Loaf.

As soon as possible, students should report at the Little Theatre to register for their courses and receive other information.

The first official assembly of the Spanish School will be held at the Little Theatre on Monday evening, June 26, at eight o'clock. All students are required to attend.

The first meal served to members of the School will be the noon meal, Saturday, June 24. Classes will begin on Tuesday morning, June 27. Commencement exercises will be held the evening of August 3. Breakfast on August 4 will terminate the arrangements with members of the School.

Early in June further information concerning pertinent details will be sent to all students.



. . . Bread Loaf . . . named after a mountain . . .

Consultation During the entire summer the Director will hold regular consultation hours at his office in the Main Inn, from 10 to 12, and from 2 to 3 daily. Arrangements may be made with his secretary for special consultations at other hours.

Post Office and Main Desk Bread Loaf has a summer post office. Members of the School should instruct correspondents to address them: Middlebury Spanish School, Bread Loaf, Vermont.

Here, at the Main Desk, general supplies, cigarettes, stationery, etc. will be on sale.

Scholarships Ten scholarships of fifty dollars each will be awarded this summer. Only students who have never attended the Middlebury Spanish School, and who would be unable to attend without such financial assistance, are eligible. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before May 15. The awards will be announced before June 1.

Grateful acknowledgment is made of a special scholarship established by Chapter Mu of Sigma Delta Pi.

Self Help In addition to the scholarships a limited number of students are provided an opportunity to defray part of their expenses—free board—by acting as waiters and waitresses in the Spanish dining hall. A speaking knowledge of Spanish is essential to be granted one of these positions. Those interested may write to the Director for information and application blanks.

Correspondence Communications regarding admission, courses, credits and other academic information may be addressed to Prof. Juan A. Centeno, Director of the Spanish School, Middlebury College, Middlebury, Vermont.

Correspondence concerning fees and room reservations should be addressed to the Secretary of the Language Schools, Middlebury College, Middlebury, Vermont.

RUSSIAN

Elementary and intermediate courses in Russian will be offered in conjunction with the Middlebury Language Schools program, under the sponsorship of the French School. If there is sufficient demand, a course in Russian Civilization will also be offered in English. The courses will form a part of the regular academic program, and will carry credits. Enrollment is open to outsiders, as well as to students in the Language Schools. Fees cover auditing privileges in the Language Schools. All inquiries should be addressed to the Language Schools Office, Middlebury College, Middlebury, Vermont.

ENGLISH

Attention is also called to the Bread Loaf School of English, Prof. Hewette E. Joyce, Acting Director, at Bread Loaf, August 4 to September 2; and to the Bread Loaf Writers' Conference, Prof. Theodore Morrison, Director, at Bread Loaf, August 14 to August 26. Bulletins will be gladly sent. Address all inquiries to the Language Schools Office, Middlebury College, Middlebury, Vermont.